

## Year 2 Spring Term Overview

SUBJECT	1 <sup>st</sup> Half Term	2 <sup>nd</sup> Half Term
<b>ENGLISH</b>	<p><b>Reports</b>  <b>Find out! Sharks</b> by Sarah Fowler                      The children will explore note-making, turn notes into statements, write labels on a diagram, assemble information on a subject and write a report.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Comparative sentences</li> <li>2. Choose adjectives to create expanded noun phrases</li> <li>3. Use a range of conjunctions to extend sentences.</li> <li>4. Use commas for lists</li> </ol> <p><b>Poetry</b>  <b>Into the Blue</b> by Hilda Offen                      The children will listen to the selected poem and respond to it. They will generate and build vocabulary and consider what they are going to write before beginning by saying out loud what they are going to write about.</p> <p><b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use similes.</li> <li>2. Use and understand grammar terminology</li> </ol>	<p><b>'The Dragon Machine'</b> by Helen Ward  <b>'George and the Dragon'</b> by Chris Wormell  <b>'The Paper Bag Princess'</b> by Robert Munsch                      The children will be introduced to The 'Dragon Machine' by Helen Ward and other well-known dragon stories. They create a dragon and write similes to describe it. They then write dragon stories with a focus on using conjunctions to write longer sentences.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Use adjectives to describe nouns</li> <li>2. Use conjunctions 'and', 'or', 'but' to join sentences</li> <li>3. Use conjunctions (when, if, because) to add subordinate clauses</li> </ol> <p><b>Love that Book</b>  <b>15 Things Not To Do With A Puppy</b> by Margaret McAllister                      The children will be introduced to writing a poster about what you should and shouldn't do for your teacher, an advertisement outlining the attributes and qualities for a new friend and a poem about a pet they would like to own or do own.  <b>Grammar focus:</b></p> <ol style="list-style-type: none"> <li>1. Sentence types (commands)</li> <li>2. Apostrophe for contraction</li> <li>3. Use and spell suffixes '-ness', '-ment' and '-ly' correctly</li> <li>4. Use conjunctions to join ideas</li> <li>5. Choose verbs carefully</li> </ol>
	<p><b>Reading</b>                      The children will be encouraged to read as widely as possible at home and at school. During Guided Reading lessons, they will read fiction, non-fiction texts and poetry. They will be encouraged to discuss new vocabulary and ask and discuss their own questions, as well as answer questions put to them by their teacher.</p> <p><b>Phonics</b>                      The synthetic phonics programme 'Letters &amp; Sounds' will be used as the basis for teaching phonics. During the daily phonics lesson, the children will work on Phase 5 and continue to practise the skills of blending and segmenting words. They will also apply their knowledge in sentences dictated to them.</p> <p><b>Handwriting</b>                      Handwriting will be taught in conjunction with phonics lessons. The children are taught a joined script to help them to make the process of writing more automatic.</p>	
<b>Maths</b>	<p><b>Key skills visited this term:</b>                      Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts                      Written Addition Method</p>	

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	<p>Commutativity in Addition but not in Subtraction            Written Subtraction Method            Problem Solving with Addition and Subtraction in a Range of Contexts            Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To            Time – Estimating, Ordering and Comparing Time            Double and Halve One and Two-digit Numbers and Amounts of Money            Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s)            Multiplication – Multiples and Repeated Addition            Multiplication – Number of Groups, Group Size and Product Multiplication Problem Solving            Division – Sharing and Grouping            Division – Sharing and Grouping Problems including Remainders</p>	
<b>Science</b>	<p><b><u>Good choices (Chemistry-Uses of everyday materials)</u></b>            The children will identify and compare the uses of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. They will also compare how things move on different surfaces.</p>	
	<p><b><u>The apprentice gardener</u></b>            The children will observe and describe how seeds and bulbs grow into mature plants. They will also find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	
	<p>Pupils will <b>work scientifically</b> by: observing closely, using simple equipment; asking simple questions and recognising that they can be answered in different ways; identifying and classifying; using their observations and ideas to suggest answers to questions; gathering and recording data to help in answering questions; performing simple tests.</p>	
<b>PSHE</b>	<p><b><u>Living in the wider world</u></b>  <b><u>Belonging to a community</u></b>            Belonging to a group; roles and responsibilities; being the same and different in the community</p>	
	<p><b><u>Media literacy and digital resilience</u></b>            The Internet in everyday life; online content and information</p>	
	<p><b><u>Money and work</u></b>            What money is; needs and wants; looking after money</p>	
<b>RE</b>	<p><b><u>Special places</u></b>            The children will be looking at special places, explore some of the things Christians do in a church and what artefacts they might find in it. This unit will finish with a visit to St. Katharine's Church.</p>	<p><b><u>Easter</u></b>            The children will explore why Easter is important to Christians.</p>
	<p><b><u>Journeys - Food</u></b>            This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. It will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>	
<b>Geography</b>	<p><b><u>Journeys - Food</u></b>            This unit links the everyday experience of buying and eating food within the UK with the children's growing geographical understanding of the world. It will begin to show the class the connections between what we buy, where it comes from locally and how it might be able to be sourced from the UK (and beyond).</p>	

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<b>History</b>	<p><b><u>Significant People.</u></b> The children will learn about the life of Florence Nightingale, Mary Seacole and Edith Cavell and their achievements. They will also compare aspects of their life to life in different periods.</p>
<b>Art</b>	<p><b><u>Portraits</u></b> The children will use drawing and painting to develop and share their ideas, experiences and imagination. They will develop a range of art and techniques in using line, shape, form and colour. They will learn about the work of Rembrandt and Renoir, describing the differences and similarities between different practices.</p>
<b>Music</b>	<p><b><u>Exploring Pitch</u></b> The children will explore pitch. They will also have an opportunity to explore instruments and symbols.</p>
<b>PE</b>	<p>The children will be focusing on gymnastics through linking and pathways. They will develop jumping, rolling and balancing sequences on apparatus. The children will then participate in a variety of team games, developing simple tactics for attacking and defending. In dance the children will learn to compose and control their movements, and, practice and perform dances using simple movement patterns</p>
<b>Computing</b>	<p><b><u>Questioning</u></b> The children will learn to construct a binary tree to separate different items and to use a database to answer more complex search questions. They will learn to use the search tool to find information.</p> <p><b><u>Effective Searching</u></b> The children will be taught the terminology associated with searching and gain a better understanding about searching on the Internet. They will learn to identify the basic parts of a web search engine search page and learn to "read" a web search results page.</p> <p>Online Safety Throughout computing lessons, children will regularly discuss online safety rules and learn to use technology safely, responsibly. An adult to trust and where to go when worried trusted adult</p>
<b>Design &amp; Technology</b>	<p><b><u>Food Technology – Eat more fruit and vegetables</u></b> The children will learn about healthy eating by thinking about a variety of fruit and vegetables. They will taste some more unusual fruit and then design and make a fruit kebab to take home.</p>