

## Y2 Spring Overview

Writing	Maths
<p><i>Based on:</i> ‘The Pirates Next Door’ (Literacy Shed), ‘Grace Darling’ (Write Stuff), ‘The Snail and the Whale’, variety of non-fiction texts</p> <p><i>Genres covered:</i> Diary entry, character description, setting description, short story, biography, postcard, non-fiction writing about whales, poetry, letter</p> <p><i>Cross curricular:</i> Grace Darling biography, information text about whales,</p> <p><i>Other focus:</i> Making predictions, informal/formal language and vocabulary, descriptive language, varied connectives, varied sentence openers, handwriting (Berol scheme).</p>	<p><i>Objectives:</i></p> <p><b>Measurement- Money</b> Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>Number- Multiplication &amp; Division</b> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs. How that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><b>Measurement- Length &amp; Height</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm to the nearest appropriate unit, using rulers etc. Compare and order lengths and record the results using &gt;, &lt; and =.</p> <p><b>Measurement- Mass, Capacity and temperature</b> Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =.</p>
SPAG	
<p><b>Objectives:</b></p> <p><b>Word classes:</b> Different Types of Verbs What are Adverbs Adding -ly (to words) Recognising Adverbs in sentences Using Adverbs in Sentences</p> <p><b>Apostrophes:</b> Recognising Simple Contractions Using Simple Contractions Introducing Possession Plural or Possessive</p> <p><b>Sentence types:</b> Recognising Exclamations Using Exclamations Recognising statements Using statements All four sentence types</p> <p><b>Tenses:</b> Recognising simple past and present tenses</p>	

Using simple past and present tenses  
Recognising past progressive tense  
Using past progressive tense  
Recognising present progressive tense  
Using present progressive tense

**Suffixes:**

Compound nouns  
Adding '-ment', '-er' and '-ness'  
Adding '-ful' and '-less'

**Spelling**

*Objectives:*

- \*Little Wandle Tricky Words recap
- Words where 'y' makes an /igh/ sound
- Words where '-es' is added to words ending in 'y'
- Words where '-ed' is added to words ending in 'y'
- Words where '-er' and '-est' are added to words ending in 'y'
- Words where '-ing' is added to words ending in 'e'
- Words where '-er', '-est' and '-ed' is added to words ending in 'e'
- Words where '-ing' is added to single syllable words
- Words where '-ed' is added to single syllable words
- Words where 'a' makes an /or/ sound
- Words where 'o' makes an /u/ sound
- Words where 'ey' makes an /ee/ sound
- Words where 'a' makes an /o/ sound

**Reading**

*Texts covered: Grace Darling, The Pirates Next Door, The Snail and the Whale, variety of non-fiction texts*

*Objectives:*

Read the common exception words.  
Read words with contractions.  
Read accurately by applying phonic knowledge and blending until decoding has become embedded and reading is fluent  
Checking the text makes sense as they read and self-correcting mistakes  
Read non-fiction books organized in different ways  
Making inferences from the text based on what is said and done in the book.

<p>Predicting what might happen from what has been read so far. Retelling well known stories.</p>	
<p><b>Geography</b></p>	<p><b>History</b></p>
<p><u>Seas and coasts</u></p> <ul style="list-style-type: none"> <li>-Identifying and locating the five oceans and seven continents of the world.</li> <li>-Exploring the human and physical features of beaches in Britain.</li> <li>-Identifying the location and features of the seas surrounding the United Kingdom.</li> <li>-Using fieldwork skills to find out about a particular beach.</li> <li>-Comparing a British beach with a beach in another part of the world.</li> <li>-Using compass points to move around a map between seas and oceans</li> </ul>	<p><u>Victorian seaside</u></p> <ul style="list-style-type: none"> <li>-Exploring and describing the features of seaside holidays.</li> <li>-Using photographs to help deduce what seaside holidays were like in the past.</li> <li>-Discovering how, when and why seaside holidays became popular in Victorian Britain.</li> <li>-Finding out what seaside holidays were like in Victorian Britain.</li> <li>-To be able to order photographs of seaside holidays chronologically</li> <li>-Identifying similarities and differences between seaside holidays now and in the past.</li> </ul>
	<p><b>PE</b></p> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>-I am beginning to provide feedback using key words.</li> <li>-I can copy, remember, repeat and create dance phrases.</li> <li>-I can describe how my body feels during exercise.</li> <li>-I can show a character and idea through the actions and dynamics I choose.</li> <li>-I can use counts to stay in time with the music.</li> <li>-I can work with a partner using mirroring and unison in our actions.</li> <li>-I show confidence to perform.</li> </ul> <p><b>Ball Skills</b></p> <ul style="list-style-type: none"> <li>-I am beginning to provide feedback using key words.</li> <li>-I am beginning to understand and use simple tactics.</li> <li>-I can dribble a ball with my hands and feet with some control.</li> <li>-I can roll and throw a ball to hit a target.</li> <li>-I can send and receive a ball using both kicking and throwing and catching skills.</li> <li>-I can track a ball and collect it.</li> </ul>

	<p>-I can work co-operatively with a partner and a small group.</p> <p><b>Cricket</b></p> <ul style="list-style-type: none"> <li>-I am beginning to provide feedback using key words.</li> <li>-I am developing underarm and overarm throwing skills.</li> <li>-I can hit a ball using equipment with some consistency.</li> <li>-I can track a ball and collect it.</li> <li>-I can use simple tactics.</li> <li>-I know how to score points and can remember the score.</li> <li>-I understand the rules of the game and can use these to play fairly in a small group.</li> </ul>
<b>Science</b>	<b>RE</b>
<p><b>Living things are their habitats</b></p> <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p> <p>Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><i>How should we care for others in the world and why does it matter?</i></p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about issues of good and bad, right and wrong arising from the stories.</p> <p>Talk about some texts from different religions that promote the ‘Golden Rule’, and think about what would happen if people followed this idea more.</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like.</p> <p style="text-align: center;"><b>Computing</b></p> <p><b>Online safety</b></p> <p>Learning how to use the Search tool to find resources on Purple Mash.</p> <p>Using 2Paint-a-Picture.</p> <p>Sharing work to a Display board.</p> <p>Using 2Respond (2Email) to start to communicate by email on Purple Mash. Learning about what a digital footprint is and how to think about the information that they leave online.</p> <p><b>Spreadsheets</b></p> <p>Reviewing prior use of spreadsheets- explain what rows and columns are in a spreadsheet; opening, saving and editing a spreadsheet; adding images from the image toolbox and allocating them a value; adding the count tool.</p>

	<p>Learning to use the copy, paste and totalling tools.</p> <p>Learning to use the spreadsheets to add amounts.</p> <p>Creating tables and block graphs.</p>
<b>Art</b>	<b>Design Technology</b>
<p>To use a range of materials creatively to design and make products.</p> <p>To learn about the work of a range of artists and craftmakers, making links to their own work.</p> <p>To develop a wide range of art and design techniques.</p>	<p>Name the main food groups and identify foods that belong to each group.</p> <p>Describe the taste, texture and smell of a given food.</p> <p>Think of four different wrap ideas, considering flavour combinations.</p> <p>Construct a wrap that meets the design brief and their plan.</p>
<b>Music</b>	
<p>Create movements that match the music, explaining why they are moving in that way.</p> <p>Identify descriptive sounds within the music.</p> <p>Recreate and then adapt descriptive sounds heard using their voice or body.</p> <p>Make appropriate instrument choices to represent a descriptive sound.</p> <p>Control instruments and voices to make both quiet and loud sounds.</p> <p>Follow simple instructions during a group performance.</p> <p>Create their own graphic score and play from it.</p> <p>Make more than one sound on their instrument and with their voice</p>	