



Year 2 – Learning Overview Spring

Topic: Superheroes



ENGLISH

Focus on handwriting (Kinetic Letters) – letter formation and pencil hold

Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Continue to apply phonic knowledge and skills to decode words and blend sounds in unfamiliar words

Accurately read texts that match their developing phonic knowledge

Re-read texts to build up fluency and confidence

Check that a text makes sense as they read and to self-correct

Participate in discussions about books, poems and other texts that are read to them, explaining their understanding and expressing their views

Become increasingly familiar with and to retell a wide range of stories and traditional tales

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far in the text

Continue to build up a repertoire of poems learned by heart, reciting them with appropriate intonation to make the meaning clear

Write narratives about personal experiences and those of others, real events and simple poetry

Plan what they are going to write about

Make simple additions, revisions and corrections to their own writing with the teacher and other pupils

Re-read to check that their writing makes sense and to check for errors in spelling, grammar and punctuation.

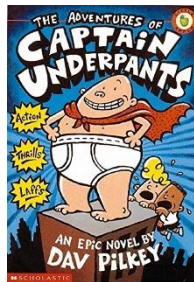
Begin to apply Year2 spelling rules

Use phonetic knowledge to spell many words correctly

Write extended sentences using conjunctions

Correctly use full stops, capital letters, question marks and exclamation marks to punctuate sentences.

Use expanded noun phrases to describe and specify



MATHS

Count to 100. Read and write numbers to 100.

Compare and arrange numbers within 100.

Add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, add three one-digit numbers.

Read information from pictograms, block diagrams, tally charts and tables. Make pictograms, block diagrams, tally charts and tables. Solve problems using information from pictograms, block diagrams, tally charts and tables.

Make and show halves, quarters and thirds. Name and write a fraction.

Name fractions that make one whole.

Compare and order fractions.

Count wholes with halves, quarters and thirds.

Find part of a set and a quantity.

Compare volume.

Measure volume in litres (l) and millilitres (ml).

Solve word problems on volume.

Name triangles, quadrilaterals and polygons. Identify the number of sides and vertices of a shape. Identify the lines of symmetry of a shape or figure.

Form different figures with shapes. Name the shapes that make up a figure.

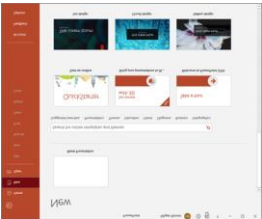
Sort shapes. Draw figures on a square grid and a dot grid.

Make and complete patterns. Tell how patterns are formed from shapes.

Move shapes. Turn shapes. Recognise flat faces and curved surfaces.

Name and describe spheres, cuboids, cubes, cylinders, cones, pyramids and prisms.



	Identify the number of faces, edges and vertices of a shape. Fold two-dimensional shapes into three-dimensional ones. Group shapes in different ways. Form structures with shapes. Make patterns with shapes. Measure mass in kilograms (kg). Measure mass in grams (g). Compare and order mass. Solve word problems on mass. Read a thermometer. Measure and write down the temperature. Name coins and notes. Count an amount of money. Show amounts of money in different ways. Exchange coins and notes. Compare amounts of money. Calculate change. Solve word problems on money.
<u>SCIENCE</u> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular users Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Ask simple questions Recognise that questions can be answered in different ways Observe closely, using simple equipment. Perform simple tests Identify and classify. Record and communicate their findings in a range of ways and begin to use simple scientific language. Gather and record data to help answer questions. Use their observations and ideas to suggest answers to simple ideas.	<u>GEOGRAPHY</u> Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Use basic geographical vocabulary to refer to: key physical and human features
<u>COMPUTING</u> Creativity & Media Consider the technical and artistic merits of photographs. Use a digital camera or camera app to take photographs. Compile photos appropriately to create a pictorial story. Computer Networks  Develop research skills through searching for information on the web. Improve note-taking skills through the use of mind mapping. Develop presentation skills through creating and delivering a short multimedia presentation.	<u>RELIGIOUS EDUCATION</u> Human/Social Sciences lens: Identify how Christian beliefs impact on their worship and sense of belonging. Identify some Christian symbols and artefacts. Identify different ways Christians show they belong to their faith family. Recognise that some people call themselves Christians. Human/Social Sciences lens: Recognise that Passover (Pesach) is a Jewish festival. Identify ways in which Passover can have an impact on Jewish daily life and family. Identify evidence of religion and belief especially in the local area.

Online Safety

Explore different types of communication technologies and their features.
We use respectful words when we chat to people (online and offline).



DESIGN AND TECHNOLOGY

Design and make a superhero logo and cape.

Use simple design criteria to help develop their ideas

Develop and communicate ideas by talking and drawing

Model ideas by exploring materials and by making templates and mock-ups

Select from a range of materials and components according to their characteristics

Use a range of materials and components, including, textiles

Measure, mark out, cut and shape materials and components

Assemble, join and combine materials

Use finishing techniques, including those from art and design

Make simple judgements about their products and ideas against design criteria

Evaluate What materials products are made from
What they like and dislike about products



MUSIC



Understand the concept and difference between 'Pulse (regular beat) & Rhythm (pattern of sounds)'.

Understand that each musical note & rest has a time value.

Compose 4 beat / 4 bar notation grids (using crotchets / quavers / crotchet rests) & perform compositions using body / untuned percussion, combining pulse against the composed rhythms.

Learn how to work out & write the rhythmic notation of several well-known rhymes (with increasing difficulty), fitting the lyrics & notes into 4 beat / 4 bar notation grids.



Recognising & responding to 'Repeating Patterns' (rhythmic / melodic).

Recognising 'The same & Different' musical patterns (rhythmic / melodic).

Learning about and responding to 'On (beats 1 & 3) & Off (beats 2 & 4)' beats, using some well-known songs.

Incorporate songs and musical activities to the wider year 2 curriculum where possible.

Continue to build individual self-confidence and self-esteem through musical performance.

PSHE

Dreams and Goals

I can achieve realistic goals and think about how to achieve them.

I persevere even when I find something difficult

I can recognise who I work well with, who it is more difficult for me to work with and work in a group

I know how to share success with other people

Healthy Me

PHYSICAL EDUCATION

To explore different levels and speeds of movement

Explore performing actions in response to stimuli

Explore ideas by experimenting with actions, dynamics, directions and levels

Explore patterns of movement with a partner

I know what I need to keep my body healthy I could show or tell you what relax means and know something that makes me feel relaxed I understand how medicines work in my body I can sort foods into the correct groups and know which foods my body needs I can make some healthy snacks I can decide which foods to eat to give my body energy	Work in small groups and develop phrases of movements. Link contrasting movements together to make a short dance sequence To work to music, creating movements that show rhythm and control
<u>ART</u> Mix a range of secondary and tertiary colours. Be able to discuss the colour wheel. Talk about why they have selected colours for their artwork. Begin use a range of paint and discuss why some are more suited to particular painting styles. Learn about the work by artist Roy Lichtenstein, making links to their own work. 	<u>FOREIGN LANGUAGES</u> Learn about La Fete des Rois Identify and understand names of woodland animals in French. Listen to a story about a birthday party. Remember numbers and say how old I am in French. Understand the name of birthday gifts. Identify my birthday month. Listen to a sequence of instructions and respond to colours. Say what your name is and ask what is your name in French. Listen and respond to simple commands in French. Name a puppy's/ superhero's favourite things. Understand what a puppy/ super hero likes doing. Identify places a puppy superhero/ likes going. Copy what a superhero wears in French. 