


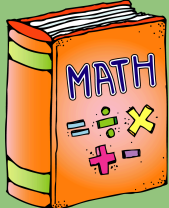








Year 2 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
English- Reading 	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency
English- Writing 	Text: The Baker's Boy and the Great Fire of London Key focus: Short sentences	Text: The Baker's Boy and the Great Fire of London Key focus: Character Description	Text: The Baker's Boy and the Great Fire of London Key focus: Setting Description	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.'
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
Mathematics 	Maths unit: Time Key Learning: To know that there are 24 hours in one day. To know that there are 60 minutes in one hour.	Maths unit: Time Key Learning: To identify "quarter to" on an analogue clock. To read the time "past" the hour on the clock to the	Maths unit: Time/Fractions Key Learning: To calculate durations of time in minutes. To calculate durations of time in hours and minutes.	Maths unit: Fractions Key Learning: To identify half of a shape. To identify half, quarter and third of a shape.	Maths unit: Fractions Key Learning: To identify fractions of quantity and shape. To identify non-unit fractions of quantity and shape.




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	To identify “quarter past” on an analogue clock.	nearest five minutes To read the time “to” the hour on the clock to the nearest five minutes. To sequence daily events.	To relate half and quarter to division. To identify the parts of a fraction.	To identify non-unit fractions of a shape. To find unit fractions of a quantity.	To identify equivalent fractions.
Science 	Science unit: Everyday Materials Key Learning: Understand the suitability of materials for different purposes.	Science unit: Everyday Materials Key Learning: To explore the properties of a material.	Science unit: Everyday Materials Key Learning: To be able to write a conclusion about an experiment.	Science unit: Everyday Materials Key Learning: To explore the absorbency of different materials.	Science unit: Everyday Materials Key Learning: To be able to write an evaluation of an experiment.
Computing 	Computing unit: We Are Photographers Key Learning: Understand what makes a good photo.	Computing unit: We Are Photographers Key Learning: Understand how digital cameras work.	Computing unit: We Are Photographers Key Learning: Develop skills in taking effective photos.	Computing unit: We Are Photographers Key Learning: Evaluate photos taken critically.	Computing unit: We Are Photographers Key Learning: Use the iPad photos app to make, edit and enhance their photos.
History 	History unit: The Great Fire of London Key Learning: Use sources of evidence to explain what London was like in 1666.	History unit: The Great Fire of London Key Learning: Explain the causes and consequences of what happened on 2nd September 1666.	History unit: The Great Fire of London Key Learning: Explain how the fire spread using written evidence from the time.	History unit: The Great Fire of London Key Learning: Use evidence to help interpret the impact of the fire on London.	History unit: The Great Fire of London Key Learning: Create a timeline of the Great Fire of London and explain the significance of this event today.

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<p style="text-align: center;">Art</p> 	<p>Art Focus: Sculpture and 3D</p> <p>Key Learning: To use my hands as a tool to shape clay.</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 use my design to guide my clay work.</p> <p>To make a 3D clay tile from a drawn design.</p>
<p style="text-align: center;">DT</p> 	<p>DT Unit: Mechanism - Moving monsters</p> <p>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>Outcome: Mechanical paper moving monster.</p>				
<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>

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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>
PE 	<p>PE Unit: Gymnastics/Footwork - ball skills</p> <p>Key Learning: Exploring pathways/Develop dribbling skills</p>	<p>PE Unit: Gymnastics/Footwork - ball skills</p> <p>Key Learning: Zig-zag pathways on apparatus/Develop passing and receiving skills</p>	<p>PE Unit: Gymnastics/Footwork - ball skills</p> <p>Key Learning: Exploring curved pathways/Combine dribbling, passing and receiving skills</p>	<p>PE Unit: Gymnastics/Footwork - ball skills</p> <p>Key Learning: Developing curved pathways on apparatus/Develop dribbling to score a point</p>	<p>PE Unit: Gymnastics/Footwork - ball skills</p> <p>Key Learning: Creation of pathway sequences/Combine dribbling, passing and receiving to score a point</p>
Music 	<p>Music Unit: I Wanna Play In A Band</p> <p>Key Learning: Listen and appraise a song.</p>	<p>Music Unit: I Wanna Play In A Band</p> <p>Key Learning: Listen and appraise a song.</p>	<p>Music Unit: I Wanna Play In A Band</p> <p>Key Learning: Listen and appraise a song.</p>	<p>Music Unit: I Wanna Play In A Band</p> <p>Key Learning: Listen and appraise a song.</p>	<p>Music Unit: I Wanna Play In A Band</p> <p>Key Learning: Listen and appraise a song.</p>