

## Year 2 Spring Overview 2026

**UNICEF Rights Respecting Focus: Article 17: Every child has the right to reliable information from a variety of sources**

***British Values: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.***

**PE days – Thursday and Friday** – Children will continue to work with Paul Clarke from LK Health and Wellbeing for one of these sessions. He will be delivering a gymnastics programme to the children.

**Reading Books** – Please ensure your child brings his/her reading packet every day. Please ensure your child re-reads his/her reading book every night for 10-15 mins as this will increase fluency and confidence. Please ensure your child reads at least three times a week and that there are at least three signatures in the reading record. Please note down any new vocabulary in “The words to learn” section. Please revisit and revise these words and their meanings.

**Homework** - Homework will be handed out on Wednesday, please return homework in the blue homework bag on Monday. Homework will include tasks including weekly Mathletics tasks and Spellings.

Thank you for your continued cooperation, Mrs Fox

Spring Topic				
<b>RE</b>	<b>Books – Local Church</b>	<b>Other Faiths – Islam</b>	<b>Thanksgiving – Eucharist</b>	<b>The Last Supper and giving thanks for the Eucharist</b>
	The importance of the Bible	Prayer at home		The opportunity to turn to what is good in preparation for Easter
<b>English - Writing</b>	<p>Class texts – The Great Explorer by Chris Judge, The Owl and The Pussy-Cat by Edward Lear, Speak Up! By Nathan Bryan and Dapa Adeola, Queen Victoria’s Bathing Machine by Gloria Whelan, The Owl Who Was Afraid of the Dark by Jill Tomlinson, Tadpole’s Promise by Jeanne Willis, The Day The Crayons Quit by Drew Daywalt</p> <p><b>Writing for a Purpose</b></p> <ul style="list-style-type: none"> <li>• To write description settings</li> <li>• To evaluate and improve writing with the help of an adult</li> <li>• To express their personal view in writing</li> <li>• To write a logically sequenced explanation of a Victorian Bathing Machine</li> <li>• To write an explanation about the life-cycle of a frog</li> <li>• Write a story introduction, using the initial image from the book as inspiration.</li> </ul> <p><b>Reading and Comprehension</b></p> <ul style="list-style-type: none"> <li>• Retrieving information from texts by rereading, underlining key words in text</li> <li>• Draw on the meanings of vocabulary to further understand the text</li> <li>• To answer questions beginning with Who? What? Where? When? How? Why?</li> <li>• Make inferences from text eg How does Matthew feel ... ? How do we know ...?</li> <li>• To reread texts to develop fluency and confidence in Reading</li> <li>• To recite a poem showing an awareness of the audience</li> </ul> <p><b>Handwriting / Presentation</b></p> <ul style="list-style-type: none"> <li>• Using the correct pencil grip, spacing and orientation of letters and numbers.</li> <li>• To begin to join letters using the letter joins</li> <li>• To underline accurately with a ruler</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>• <b>Revision of Phase 5 Phonics</b></li> </ul>			

	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Word classes (verbs, nouns, adjectives, adverbs)</li> <li>• To use coordinating conjunctions and, but, yet and so to extend sentences</li> <li>• To use one or more adjectives to describe a noun</li> <li>• To use commas within a list</li> <li>• To use an apostrophe when omitting a letter eg do not, don't</li> <li>• To recognise different tenses eg past and present tense</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>• Suffixes – Adding er, ing by doubling the final consonant eg clap, clapping.</li> <li>• Words beginning with “wr”</li> <li>• The “l” sound spelt – le, el, al and il</li> <li>• -tion at the end of a word</li> <li>• “ee” sound spelt -ey at the end of word</li> <li>• “er” spelt “or” after w</li> <li>• Words spelt with ce, ci and cy eg dance and cycle</li> </ul>
<p><b>Mathematics</b></p>	<ul style="list-style-type: none"> <li>• <b>Shape</b> – Properties of 2D and 3D Shapes</li> <li>• <b>Money</b> – To calculate different amounts using coins and notes</li> <li>• To make the same amount using different coins and notes</li> <li>• To calculate change within £1</li> <li>• <b>Multiplication</b> – To understand multiplication as repeated addition</li> <li>• <b>Division</b> – Understand division as repeated subtraction</li> <li>• <b>Length and Height</b> – To calculate length and height using a ruler/metre ruler</li> <li>• <b>Times tables</b> – To recite 2x, 5x, 10x tables</li> <li>• <b>Mass, Capacity and Weight</b> – To read and calculate weights and measures.</li> <li>• <b>Fractions</b> - To find fractions of shapes and numbers including <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>, <math>\frac{1}{4}</math> and <math>\frac{1}{3}</math></li> </ul>
<p><b>Science</b></p>	<p><b>Plants and Bulbs – What do Plants need to grow?</b></p> <ul style="list-style-type: none"> <li>• To understand what plants need to thrive</li> <li>• To understand the difference between a plant and a bulb</li> <li>• To know that plants grow from a seed to a plant</li> </ul> <p><b>Uses of everyday Materials</b></p> <ul style="list-style-type: none"> <li>• Identify and compare the suitability of a variety of everyday materials, for example, metal, glass, wood</li> <li>• To explore how the shapes of materials can be changed by squashing, bending, twisting and stretching</li> </ul>
<p><b>Computing</b></p>	<p><b>What is Programming?</b></p> <ul style="list-style-type: none"> <li>• To use algorithms to program a sequence on a floor robot (Bee-Bots)</li> <li>• To predict the outcome of a sequence of instructions</li> <li>• To create music using Chrome Music Lab</li> </ul>
<p><b>Art and Design Design Technology</b></p>	<p><b>Art - Texture</b></p> <ul style="list-style-type: none"> <li>• To explore texture using charcoal, oil pastels and crayons</li> <li>• To use different materials to create different textures in collage – create a piece of artwork in the style of British artist Andy Goldsworthy</li> </ul> <p><b>Design Technology (DT)</b></p> <ul style="list-style-type: none"> <li>• To design and make a healthy snack using a variety of cutting skills – chopping, peeling and grating.</li> <li>• To learn different types of cutting skills eg bridge cut, bear/claw gripEvaluate finished product</li> </ul>
<p><b>History/Geography</b></p>	<p><b>History – The Victorians</b></p> <ul style="list-style-type: none"> <li>• Who was Queen Victoria?</li> </ul>

	<ul style="list-style-type: none"> <li>• What happened at The Great Exhibition?</li> <li>• How did the Victorians make things better for people in towns and cities?</li> <li>• How did the Victorians make towns and cities healthier place to be?</li> <li>• How did the Victorians change Durham?</li> <li>• How did Victorian Britain become more diverse?</li> </ul> <p><b>Geography – Weather in our World</b></p> <ul style="list-style-type: none"> <li>• What is the difference between weather and climate</li> <li>• What is weather like at the equator?</li> <li>• How does climate differ around the world?</li> <li>• How do wet and dry climates differ around the world?</li> <li>• What challenges does different weather bring?</li> <li>• What is the difference between a Polar climate and a Temperate climate?</li> </ul>
<p><b>Life Skills</b></p>	<p><b>Cutting skills</b></p> <ul style="list-style-type: none"> <li>• To learn the different types of cutting skills eg bridge cut, bear/claw grip. (Link to DT)</li> </ul>
<p><b>Music</b></p>	<p><b>I Wanna Play in a band (Rock Music)</b></p> <ul style="list-style-type: none"> <li>• <b>Listening activities</b> – To find the pulse as you listen to activities, clap, tap, dance, stamp</li> <li>• <b>Musical Activities</b> – To find the pulse</li> <li>• <b>Singing</b> – To sing in different styles</li> <li>• <b>Perform and Share</b></li> <li>• <b>Zoo time (Reggae Music)</b></li> <li>• <b>Listening activities</b> – To find the pulse as you listen to activities.</li> <li>• <b>Musical Activities</b> - pitch – To focus on high and low sounds</li> <li>• <b>Singing</b> – singing, dancing and having fun!</li> <li>• <b>Perform and Share</b></li> </ul>
<p><b>PE Games/Dance</b></p>	<ul style="list-style-type: none"> <li>• <b>Gymnastics</b> – Linking movements, actions to create a sequence</li> <li>• <b>Dance</b> – Cat Dance - to perform with control and consistency, basic actions at different speeds and on different levels</li> <li>• To work as part of a group to create and perform short movement sequences to music</li> </ul>
<p><b>PD</b></p>	<ul style="list-style-type: none"> <li>• <b>Created and loved by God</b></li> <li>• I am Unique</li> <li>• The difference between boys and girls</li> <li>• Staying clean and healthy</li> <li>• Emotional Well-being - Recognising different emotions</li> <li>• To learn simple strategies to manage our feelings eg when feeling angry</li> <li>• <b>Living in the wider world – People and Jobs</b></li> <li>• What are my strengths and hobbies?</li> <li>• How can they help me find a career?</li> <li>• Staying Safe online</li> </ul>

