

Year 2 Spring Overview 2025

“Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.” (Article 29 UNCRC)

Spring				
RE	<p>Books – Local Church</p> <p>The importance of the Bible</p> <p>Different books are used at home</p> <p>The Bible and the Gospels</p> <p>The parish family listens to the Gospels</p> <p>Jesus’ baptism</p> <p>Other religious stories</p>	<p>Other Faiths – Islam (1 week)</p> <p>Prayer at home</p> <p>Importance of prayer</p> <p>Signs and symbols</p>	<p>Thanksgiving – Eucharist</p> <p>The Last Supper and giving thanks for the Eucharist</p> <p>Different ways to say thank you</p> <p>Recall The Last Supper</p> <p>Parts of the Mass</p> <p>Parish responses</p> <p>Eucharistic Prayer 1</p> <p>Holy Communion</p> <p>Going forth</p>	<p>Lent/Easter – Giving</p> <p>The opportunity to turn to what is good in preparation for Easter</p> <p>Each day offers opportunities for good</p> <p>Ash Wednesday</p> <p>In Lent we can choose to do good</p> <p>Palm Sunday</p> <p>Maundy Thursday</p> <p>Good Friday</p> <p>Easter Sunday</p>
English	<p>Class texts – The Great Explorer by Chris Judge and The Owl and The Pussycat By Edward Lear</p> <ul style="list-style-type: none"> • To write description settings • To evaluate and improve writing with the help of an adult • To express their personal view in writing • To write a summary of what they have read <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • Retrieving information from texts by rereading, underlining key words in text • Draw on the meanings of vocabulary to further understand the text • Make inferences from text e.g. How does Matthew feel ... ? How do we know ...? • To use phonic knowledge to decode words • To reread texts to develop fluency and confidence in Reading • To recite a poem showing an awareness of the audience <p>Grammar and Punctuation</p> <ul style="list-style-type: none"> • Word classes (verbs, nouns, adjectives) • To use coordinating conjunctions and, but, yet and so to extend sentences • To use one or more adjectives to describe a noun • To use commas within a list • To write statements using capital letters and full stops with greater consistency <p>Spelling</p> <ul style="list-style-type: none"> • Suffixes – Adding er, ing by doubling the final consonant eg clap, clapping. • Words beginning with “wr” • The “l” sound spelt – le, el, al and il • -tion at the end of a word • “ee” sound spelt -ey at the end of word • “er” spelt “or” after w • Words spelt with ce, ci and cy eg dance and cycle 			

Mathematics	<ul style="list-style-type: none"> • Money – To calculate different amounts using coins and notes • To make the same amount using different coins and notes • To calculate change within £1 • Multiplication – To understand multiplication as repeated addition • Division – Understand division as repeated subtraction • Length and Height – To calculate length and height using a ruler/metre ruler • Times tables – To recite 2x, 5x, 10x tables • Mass, Capacity and Weight – To read and calculate weights and measures. • Fractions - To find fractions of shapes and numbers including $\frac{1}{2}$, $\frac{3}{4}$, $\frac{1}{4}$ and $\frac{1}{3}$
Science	<p>Plants and Bulbs – What do Plants need to grow?</p> <ul style="list-style-type: none"> • To understand what plants need to thrive • To understand the difference between a plant and a bulb • To know that plants grow from a seed to a plant <p>Uses of everyday Materials</p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, for example, metal, glass, wood • To explore how the shapes of materials can be changed by squashing, bending, twisting and stretching
Computing	<p>What is Programming?</p> <ul style="list-style-type: none"> • To understand what algorithms are; how they are implemented as programs on digital devices (Espresso Coding) • To create and debug simple programs (Scratch Junior)
Art and Design Design Technology	<p>Art - Texture</p> <ul style="list-style-type: none"> • To explore texture using charcoal, oil pastels and crayons • To use different materials to create different textures in collage – create a piece of artwork in the style of British artist Andy Goldsworthy <p>Design Technology (DT)</p> <ul style="list-style-type: none"> • To design and make a healthy snack using a variety of cutting skills – chopping, peeling and grating. • To learn different types of cutting skills eg bridge cut, bear/claw grip • Evaluate finished product
History and Geography	<p>History Opening Worlds – The Victorian Era</p> <ul style="list-style-type: none"> • Who was Queen Victoria. • The Great Exhibition, including Brunel’s achievements and impact • The improvements to towns and cities during the Victorian Era • The transformation of transport in the Victorian Era • How did the Victorians change Durham? • Growing diversity during the Victorian Era <p>Geography Opening Worlds – Weather all around us</p> <ul style="list-style-type: none"> • Different climates around the world-deserts, snowy and cold mountains, rainforests, North and South Poles • Weather at the equator • Tropics, temperate and polar regions • Wet and dry climates • Challenges that weather brings-flooding, blizzards, gusts, thunderstorms • Comparing Iqaluit, Canada and our local city. (Iqaluit has a polar climate)
Life Skills	<ul style="list-style-type: none"> • Cutting skills • To learn the different types of cutting skills eg bridge cut, bear/claw grip. (Link to DT)

Music	<p>I Wanna Play in a band (Rock Music)</p> <ul style="list-style-type: none"> • Listening activities – To find the pulse as you listen to activities, clap, tap, dance, stamp • Musical Activities – To find the pulse • Singing – To sing in different styles • Perform and Share • Zoo time (Reggae Music) • Listening activities – To find the pulse as you listen to activities. • Musical Activities - pitch – To focus on high and low sounds • Singing – singing, dancing and having fun! • Perform and Share
PE Games/Dance	<ul style="list-style-type: none"> • Gymnastics – Linking movements, actions to create a sequence • Dance – Cat Dance - to perform with control and consistency, basic actions at different speeds and on different levels • To work as part of a group to create and perform short movement sequences to music
Personal Development	<ul style="list-style-type: none"> • Created and loved by God – This is Me – I am Unique • To explore my unique talents and skills • To explore different ways to stay healthy • Living in the wider world – People and Jobs • What is a job? Find out about different jobs • The role of money – why do we need it? • Saving money – the role of the bank

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

Homework - Homework will be issued on a Wednesday, please return homework in the blue homework bag on Monday. Homework will include tasks from Athletics, Maths and Spellings.

Thank you for your continued cooperation.

Mrs Fox, Miss Mercer and Mrs Loughlin