

Year 2 Curriculum Overview Spring Term 2025

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | | Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week12 | Week13 |
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| MATHEMATICS | <p><u>On-going application of mental, communication, problem solving and reasoning skills</u></p> <ul style="list-style-type: none"> To recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value To choose notes and coins To make the same amount using different coins To compare amounts of money To calculate with money To find different ways of making a point To find change To find different combinations of coins that equal the same amounts of money To solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change To recall and use multiplication and division facts for the 2, 5 and 10 times tables (doubling/ halving) including recognising odd and even numbers To recognise, find, name and write fractions 1/3, 1/4, 2/4, and 3/4 of a length, shape, set of objects or quantity To count in steps of 2, 5, and 10 from 0 and from any number, forward and backward To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers To calculate mathematical statements for multiplication and division within the multiplication tables. | | | | | Assessment Week | HALF TERM | <p><u>On-going application of mental, communication, problem solving and reasoning skills</u></p> <ul style="list-style-type: none"> To solve problems involving multiplication and division, using materials, arrays, repeated addition and mental methods. To calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs To measure in centimetres and metres To compare lengths and heights To order lengths and heights To use the four operations with lengths and heights To compare mass To measure in grams and kilograms To use the four operations with mass To compare volume and capacity To measure in millilitres and litres To use the four operations with volume and capacity To understand language used for temperature. | | | | | Assessment Week | |
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| SCIENCE | <p><u>Animals including humans</u></p> <ul style="list-style-type: none"> To know that animals, including humans, have offspring which grow into adults To find out and describe the basic needs of animals, including humans, for survival (water, food and air) To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene To know the basic stages in a life cycle for animals, including humans. <p>Star scientist: Florence Nightingale – pioneer of modern nursing in GB</p> | | | | | | <p><u>The Environment</u></p> <ul style="list-style-type: none"> To understand ecological challenges that face the modern world To engage with environmental issues To understand the simple changes we can make to live more sustainable lives <p>Star scientist – Greta Thunberg</p> | | | | | |
| HISTORY | | | | | | | <p><u>Communication then and now</u></p> <ul style="list-style-type: none"> Children will consider all the modern ways in which people can communicate with each other. They will then explore how people starting communicating through cave paintings, then look at ancient Egyptian hieroglyphics. They will start to understand that the ways people communicate changes over time. The invention of the printing press. Children will learn about ways in which people sent messages and post to each before telegraphs before looking at how telegrams changed the way people communicated. They will learn about Morse code and learn to translate simple Morse code words. Alexander Graham Bell and the invention of the telephone. The invention of the world wide web. They will consider how the internet has changed the ways in which people can communicate and share information. | | | | | |
| GEOGRAPHY | <p><u>Where does our food come from?</u></p> <ul style="list-style-type: none"> To identify the food shops on the local high street and understand that they are a source of many different foods – drawing maps To know how our food gets into shops To use an atlas to help understand where the plants we eat come from To understand that animals are reared in the UK and used for dairy and meat To understand that some traditional foods originate in the UK To create a Great British picnic and explain what makes their locality special. | | | | | | | | | | | |
| ART | <p><u>Colour Chaos</u></p> <ul style="list-style-type: none"> Layer different media, e.g. crayons, pastels, felt tips, charcoal and ballpoint. Work out ideas for drawings Experiment with the visual elements; line, shape, pattern and colour Mix a range of secondary colours, shades and tones – teach about the colour wheel Experiment with tools and techniques, inc. layering, mixing media, scraping through etc Try different activities and choose how to develop their work Use the skills appropriate for their year group and choose techniques deliberately for a purpose Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because. <p><u>Artists – recommended</u> Mondrian, Pollock, Kandinsky</p> | | | | | | | | | | | |

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| DT | | | | | | | <p><u>The Beast's Picnic:</u></p> <ul style="list-style-type: none"> • Children to discuss and explore different picnic foods and where they have come from. They will make rainbow omelette cakes, practising how to follow instructions and use equipment appropriately • Children to discuss and explore different picnic foods and what are the most appropriate foods to take on a picnic. They will also consider what are healthy and balanced food choices using an 'eat well plate', related to Science and taste different types of picnic foods using appropriate vocabulary to describe them • Children will discuss appropriate foods to take on a picnic. They will then make Beast Biscuits by following a set of instruction • Children to design a food skewer to take on a picnic. They will consider healthy options using the 'eat well plate' and think about safety and hygiene when preparing food • Children to follow their designs to make their food skewers, remembering to be safe and careful. They can enjoy eating their skewers once all the children have finished • Children to sit together as a whole class (with their teddies 'Beasts') and evaluate pictures of their picnic food. They can complete an evaluation sheet once they have finished the whole-class discussion. <p><u>Designers:</u> Look at supermarkets picnic choices</p> |
| COMPUTING | <p>COMPUTING STRAND: Information Technology Unit 2.5 Effective Searching - Programs; Browser, 2Quiz, Writing Templates</p> <ul style="list-style-type: none"> • To understand the terminology associated with searching • To gain a better understanding about searching on the Internet • To create a leaflet to help someone search for information on the Internet. | <p>COMPUTING STRAND: Information Technology Unit 2.3 Spreadsheets – Program; 2Calculate</p> <ul style="list-style-type: none"> • To review prior use of spreadsheets • To copy and paste totalling tools • To use a spreadsheet to add amounts • To create a table and block graph | | | | <p>COMPUTING STRAND: Information Technology Unit 2.4 Questioning - Programs; 2Question, 2Investigate,</p> <ul style="list-style-type: none"> • To show that the information provided on pictograms is of limited use beyond answering simple questions • To use yes/no questions to separate information • To construct a binary tree to separate different items • To use 2Question (a binary tree) to answer questions • To use a database to answer more complex search questions. To use the Search tool to find information. | |
| PE | <p><u>Invasion Skills</u></p> <ul style="list-style-type: none"> • To change speed whilst running. • To change direction. • To dodge/catch others in the class. • To understand who to pass to and why. • To understand what being 'in possession' means. | | | | | | |
| MUSIC | <p>Unit: Musical Me</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to • Recognising structural features in music they listen to • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. • Identifying melodies that move in steps. | | | | | | |
| | <p><u>Sending and Receiving</u></p> <ul style="list-style-type: none"> • To roll a ball towards a target. • To track and receive a rolling ball. • To send and receive a ball with your feet. • To develop catching skills. • To develop throwing and catching skills. • To send and receive a ball using a racket. | | | | | | |
| | <p>Unit: Dynamics, timbre, tempo and motifs Theme: Space</p> <p>Ongoing Focus: Learning new musical skills/concepts and revisiting them over time and with increasing depth</p> <p>MUSIC STRAND: Listening, appraising and responding <i>Listening to a range of high-quality live and recorded music</i></p> <ul style="list-style-type: none"> • Recognising timbre changes in music they listen to • Recognising structural features in music they listen to • Listening to and recognising instrumentation. • Beginning to use musical vocabulary to describe music. | | | | | | |

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| | <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. | <ul style="list-style-type: none"> • Identifying melodies that move in steps. <p><i>Listening with attention to detail and recall sounds with increasing aural memory</i></p> <ul style="list-style-type: none"> • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work. <p>Composing <i>Create sounds and music using the interrelated dimensions of music</i></p> <ul style="list-style-type: none"> • Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Successfully combining and layering several instrumental and vocal patterns within a given structure. • Creating simple melodies from 5 or more notes. • Choosing appropriate dynamics, tempo and timbre for a piece of music. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work. <p>Performing</p> <ul style="list-style-type: none"> • Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation. |
| SRE/ PSHE | <p><u>Internet Safety</u></p> <ul style="list-style-type: none"> • To explain rules for keeping safe online • To understand what personal information is and who you can share it with, including the need to keep passwords private • To begin to recognise the need to know who they are sharing their learning with online and recognise the difference between real and imaginary online experiences. <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> • to share their views and opinions (for example talking about fairness) • To identify and respect the differences and similarities between people. (Through the Happy Families series). <p><u>Cross-Curricular with Science</u></p> <ul style="list-style-type: none"> • To feel the effect of exercise on their bodies • To explain why physical activity is healthy, what physical activity they play and explain what choices they make that are healthy • To explain the different kinds of food they should eat. They can explain how some foods can harm their bodies (teeth etc.) They can make healthy choices in their food. <p><u>Children's Mental Health Week – 3rd – 9th February 2025 – 'Know Yourself, Grow Yourself'</u></p> <ul style="list-style-type: none"> • To know about how it feels when there is change or loss | <p><u>RSHE</u></p> <ul style="list-style-type: none"> • To describe some of the similarities and differences between boys and girls • To understand that some people have fixed ideas about what boys and girls can do • To describe some differences between male and female animals. They understand that making a new life needs a male and a female • To know and use the correct names for the main parts of the body of boys and girls • To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone's body is different and that we celebrate difference. <p><u>Cross Curricular with English</u></p> <ul style="list-style-type: none"> • To share their opinions on things that matter to them and explain their views through discussions with one person and the whole class. (Through reading The Lonely Beast). <p><u>Daily Issues</u></p> <ul style="list-style-type: none"> • To share their views and opinions (for example talking about fairness) • To identify and respect the differences and similarities between people. (Through the Happy Families series). <p><u>Neurodiversity Week</u></p> <ul style="list-style-type: none"> • To recognise how behaviour affects other people and how not everyone feels the same thing at the same time. • To recognise the effect of their behaviour on other people and can cooperate with others (for example by playing and working with friends or classmates). |

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| | <ul style="list-style-type: none"> To demonstrate that they can manage some feelings in a positive and effective way To feel positive about sharing concerns and worries with others. | | <ul style="list-style-type: none"> To appreciate that it's okay to be different and to be a good friend to someone on the autistic spectrum. |
| FRENCH | <p>J'Apprends Le Francais (I Am Learning French)</p> <ul style="list-style-type: none"> To pinpoint France and other French speaking countries on a map of the world To ask and answer the question 'How are you?' in French To say 'Hello' and 'Goodbye' in French To ask and answer the question 'What is your name?' in French To count to 10 in French To say 10 colours in French. | | <p>British Values – Mutual Respect and Tolerance</p> <p>Les Instruments (The Instruments)</p> <ul style="list-style-type: none"> To recognise, recall and spell up to 10 instruments in French with the correct definite article/determiner To understand articles/determiners better and that the definite article/determiner 'the' has a plural form in French To learn to say and write 'I play an instrument' in French using the high-frequency 1st person regular verb 'je joue' (I play) with up to 10 different instruments. |
| JS | <p>Hebrew writing:</p> <ul style="list-style-type: none"> To be able to recognise and write the letters lamed, mem, final mem, nun, final nun, ayin, peh and feh, final feh and tzaddi in script. <p>Hebrew Reading:</p> <ul style="list-style-type: none"> To know how to split words into havarot To be able to blend words with 2/3/4 havarot. <p>Parasha:</p> <ul style="list-style-type: none"> Parashat Vayechi – Recognising each member of a family is different and special Parashat Shemot – respect for a holy place Parashat Vaera – Hashem protects Bnei Yisrael Parashat Bo – the mitzvah of keeping Pesach Parashat Beshalach – Expressing gratitude Parashat Yitro – showing respect. <p>Chagim: Tu BiShvat</p> <ul style="list-style-type: none"> To understand why trees are important To know the shivat haminim To make grass men To participate in a Tu BiShvat seder. | | <p>Chagim: Purim</p> <ul style="list-style-type: none"> To see, hear, act, sequence and write about the Purim story To understand the four mitzvot of Purim – matanot l'evyonim, seuda, megillah twice and mishloach manot To make hamantaschen for Purim To celebrate Purim at school. <p>Chagim: Pesach</p> <ul style="list-style-type: none"> To know the difference between chametz and kosher lePesach To know the story of Pesach To know what is on the seder plate and understand why To know why we have four cups of wine at seder and what they represent To know the order of the seder and a brief idea of what happens in each section To know about Eliyahu and his link to seder To understand who the four sons are To participate in the school seder To create a hagadah to be used at your own seder. |