

## YEAR 2 SPRING 2 Termly Overview

WEEK	ONE 24.2.25 <b>Forest School</b>	TWO 3.3.25	THREE 10.3.25 <b>Forest School Zoolab</b>	FOUR 17.3.25	FIVE 24.3.25 <b>Forest School Assessment week</b>	SIX 31.3.25
<b>Thinking like an author...</b>	<b><u>The Journey Home</u></b> Can we create noun phrases? Can we use different sentence types? Can we identify the difference between questions, statements, commands and exclamations? Can we use statements for facts and exclamations for opinions? Can we use command sentences to give advice?	<b><u>The Journey Home</u></b> Can we convert verbs from simple present to simple past? Do I know when to use s or es on the end of animal names? Can I begin to infer and write in role? Can I use a variety of different sentence types? Can I use adjectives to create noun phrases about a setting?	<b><u>The Journey Home (4 lessons)</u></b> Can you create a narrative based on a known story? Can I edit and improve to ensure my vocabulary is descriptive? Can I use persuasion in my writing? Can I consistently write in past tense?	<b><u>The Journey Home</u></b> Can I present my campaign on endangered animals to an audience? (Mon)  <b><u>We Are Water Protectors</u></b>	<b><u>We Are Water Protectors (3 lessons)</u></b>	<b><u>We Are Water Protectors</u></b>
<b>Thinking like a Mathematician</b>	<b><u>Money</u></b> Two step problems Post assessment <b><u>Length and Height</u></b> Pre Assessment Measure in cm Measure in metres	<b><u>Length and Height</u></b> Compare length and height Order length and height Four operations with length and height Post Assessment <b><u>Multiplication and Division</u></b> Pre Assessment	<b><u>Multiplication and Division</u></b> Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences	<b><u>Multiplication and Division</u></b> Use arrays Make equal groups (grouping) Make equal groups (sharing) Two times table Divide by 2	<b><u>Multiplication and Division (3 lessons)</u></b> Doubling and halving Odd and even numbers Ten times table	<b><u>Multiplication and Division</u></b> Divide by 10 5 times table Divide by 5 5 and 10 times table Post unit assessment
<b>Thinking like a scientist...</b>	<b><u>Living Things and their Habitats: Habitats Around the World</u></b> Can we learn about habitats?	Can we appreciate that environments are constantly changing?	Can we explore the rainforest and its problems?	Can we describe life in the ocean?	Can we discover the Arctic and Antarctic habitat?	Can we create a model of a habitat?
<b>Thinking like a computer scientist...</b>	<b><u>Artificial intelligence:</u></b> What are the advantages of AI?	What is AI?	What are the advantages of AI?	What are the disadvantages of AI?		
<b>Thinking like an artist...</b>	<b><u>Expressive Painting</u></b> Who are Marela Zacarias and Charlie French?	What is colour mixing?	Can we explore the brush work of Van Gogh and Cezanne?	Can I complete gestural mark making with acrylic paint?	Can I complete gestural mark making with acrylic paint?	Can I share and reflect on the work we have produced?

## YEAR 2 SPRING 2 Termly Overview

<b>Thinking like a geographer...</b>	<b>Hot and Cold Places</b> Where are the worlds hot and cold places?	What is it like in the world's hot and cold places?	Where can I find out about a hot or cold place? (desert, rainforest or Antarctica)	How do animals adapt to hot and cold places?	What would I pack for a visit to a very hot place and how would it be different if I was going to a very cold place?	How can I describe what it is like in a hot or cold place?
<b>RE</b>	<b>Christianity: Easter and Resurrection</b> <i>Is it true that Jesus came back to life again?</i>  Can we reflect on how seasons change?	Can we retell the Easter story?		(possible church visit) Can we discuss different beliefs Christians have about Jesus' resurrection?  Is it true that Jesus came back to life again?	Is it okay to believe in different things?	What do Christians believe happened next?
<b>PSHE</b>	<b>Media and Digital Literacy</b> Can we recognise some content online is factual and some is for entertainment?	<b>Money and Work</b> What is money and its different forms?	<b>Money and Work</b> How can money be kept and looked after?	<b>Money and Work</b> How do we get, keep and spend money?	<b>Money and Work</b> Can we recognise the difference between needs and wants?	<b>Money and Work</b> How can people make choices about spending money?
<b>Music (Charanga)</b>	<b>Recognising Different Sounds</b> Helping Each Other (Part 1)	Helping Each Other (Part 2)	The Music Man (part 1)	The Music Man (part 2)	Let's Sing Together	Assessment checkpoint
<b>PE</b>	Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building – indoor</b> To follow instructions and work with others.	<b>GETSET – Ball Skills Outdoor</b>  Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building</b> To co-operate and communicate in a small group to solve challenges.	Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building</b> To create a plan with a group to solve the challenges.	<b>GETSET – Ball Skills Outdoor</b>  Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building</b> To communicate effectively and develop trust.	Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building</b> To use teamwork skills to work as a group to solve problems.	<b>GETSET – Ball Skills Outdoor</b>  Stability Skills Tier 2 – Twisting and Turning. Climbing <b>GETSET – Team Building</b> To work with a group to copy and create a basic map.
<b>Outdoor Learning opportunities</b>	<b>Forest School</b>		<b>Forest School</b>		<b>Forest School</b>	
<b>French</b>	To introduce the children to two common modes of transport in French and start to explore the patterns and sounds of language through song.	To introduce the children to another mode of transport in French le bateau (the boat) and explore further the patterns and sounds of language through songs and rhymes.	To introduce the children to the fourth mode of transport, 'le bus' (the bus) and a short phrase on this transport to add to the song. To continue to explore the patterns and sounds of language through songs and rhymes.	To introduce the children to the fifth mode of transport 'la moto' (the motorcycle) and a short phrase on this transport to add to the song. To continue to explore the patterns and sounds of language through songs and rhymes.	To introduce the children to the sixth mode of transport 'le train' (the train) and a short phrase on this transport to add to the song. To continue to explore the patterns and sounds of language through songs and rhymes.	To introduce the children to the seventh mode of transport 'le camion' (the lorry) and a short phrase on this transport to add to the song. To continue to explore the patterns and sounds of language through songs and rhymes.

## YEAR 2 SPRING 2 Termly Overview