

Year 2

Spring Overview



Tudor Grange Primary Academy

Yew Tree

<p><u>English:</u></p> <p><u>Poetry</u> Children will learn to: recite some poems by heart. To explore structures and patterns and identify key information and themes. To watch and listen to poets reading and reciting their own work. Comment on likes and dislikes of how poetry is presented. To read a variety of rhymes and poems in shared, guided and independent reading. Explore similarities, differences, language and presentation.</p> <p><u>An Introduction to Shakespeare</u> Children will learn to become familiar with the works of a famous writer. To explore the biography genre. To make comparisons between characters, stories and plotlines. To make predictions and inferences when reading and explore the vocabulary used. To watch Shakespeare's plays and discuss what they are about.</p>	<p><u>Mathematics:</u></p> <ul style="list-style-type: none">• Recognising and making equal groups.• Multiplication using arrays.• Doubling and halving.• Recalling multiplication facts for 2s, 5s, and 10s.• Making equal groups – sharing• Making equal groups – grouping• Divide by 2, 5 and 10.• Odd and even numbers.• Read and interpret tally charts, pictograms, block diagrams.• Draw and interpret pictograms.• 2D and 3D shapes.• Make patterns with 2D and 3D shapes.• Symmetry.• Recognising and finding half, a quarter and a third.• Recognising equivalent fractions.• Counting in fractions.• Recognise and find three quarters.	<p><u>Science:</u></p> <p><u>Living Things</u> Children will learn to classify things as living, once alive and never alive. Explore and learn about the characteristics, movement, and growth of living, non-living and never alive things. Look for characteristics of life in plants and establish that plants are living things and explain why.</p> <p><u>Animals and their Needs</u> Children will learn about the stages of human growth. Learn that animals grow until they are adult and that different animals start life in different forms, some as eggs and some as live births and they look at the needs of the young of different species. Know that animals, including humans, have offspring which grow into adults. Know that animals and humans need oxygen, water, food and why. State some simple ways to stay healthy e.g. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>
<p><u>Computing:</u></p> <p><u>Data and Information</u> This unit introduces the children to the term 'data'. Children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.</p> <p><u>Creating Media</u> Through the lessons in this unit, children will learn to recognise that different devices can be used to capture</p>	<p><u>Physical Education:</u></p> <p><u>REAL PE</u> Children will learn to perform a dynamic balance on a line. Move forwards and backwards fluidly with minimum wobble. Perform a lunge and maintain a good stance.</p> <p><u>REAL GYM</u> Children will develop skills balancing on different parts of their body. Children will develop sequences of balances and work in pairs to mirror each other's actions. Children will perform balances on low apparatus. Children will</p>	<p><u>PSHE (Jigsaw):</u></p> <p><u>Dreams and Goals</u> Children will choose realistic goals and understand ways to achieve it. Understand how to persevere when things become challenging. Learning how to work well with others in a group. Knowing how to share successes with others.</p> <p><u>Healthy Me</u> Children will recognise ways to keep our bodies healthy. Understand what feeling relaxed means. Understand how medicines work and the importance of only using them</p>

<p>photographs and will gain experience capturing, editing, and improving photos. Finally, they will use this knowledge to recognise that images they see may not be real.</p>	<p>develop ways to travel on both the floor and low apparatus.</p>	<p>safely. Correctly sort different food groups. Recognise healthy snacks and ways to eat so our body has energy.</p>
<p><u>History:</u></p> <p><u>Victorians</u> Discuss and explore the Victorian times and the reign of Queen Victoria. Explore Victorian classrooms and compare similarities and differences between school life then and now. Develop and awareness of the past by exploring how life has changed since the Victorians e.g. school life, daily routine, clothes, toys, jobs and holidays</p>	<p><u>Geography:</u></p> <p><u>Food glorious food</u> Where does our food come from? Use world maps, atlases and globes to identify the United Kingdom. Name and locate other parts of the world that produce food we eat. Name and locate the world's seven continents and five oceans.</p>	<p><u>Religious Education:</u></p> <p><u>How do we know how to be good?</u> Consider what it means to be good. Explore the 10 commandments and develop our understanding of them. Explore the 5 pillars of Islam. Ask questions to improve our knowledge of the 5 pillars of Islam.</p> <p><u>What does it mean to worship?</u> Understand what it means to worship and identify why people worship. Introduce Puja. Identify items on a puja tray and their purpose. Compare worship at home and in a temple. Examine the symbols in statues of the Buddha. Consider ways that Buddhists worship.</p>
<p><u>Art and Design:</u></p> <p><u>William Morris</u> Use a range of materials and use drawing/painting in their work. Develop techniques and explore line, shape, colour, and texture. Make observations of a range of objects as the basis for textile design. Make collages from their experiences of fabric and learn simple techniques for applique. Discuss the work of Victorian artists and share likes and dislikes.</p> <p><u>Kandinsky</u> Explore the work of Kandinsky. Become confident mixing primary colours to create secondary colours.</p>	<p><u>Design and Technology:</u></p> <p><u>Puppets</u> Talk about what their puppet needs to do to work well. Add features to their puppets using appropriate materials and techniques. Talk about their finished puppet in relation to how well it works and how well it fulfils the design criteria.</p>	<p><u>Music:</u></p> <p><u>'I Wanna Play in A Band' – Charanga!</u> Children will learn to listen and clap back, then listen and clap back their own rhythms. Children will use voices and instruments, joining in with well-known rock songs.</p>

