



Writing		Maths	
<p><i>Genres covered:</i> 1st Person Narrative, Character Description, Poetry, Postcards, Letter, Information</p> <p><i>Cross curricular:</i> Leaflet – linked to Geography (Why is our world wonderful?). Diary entry - linked to History (How did we learn to fly?).</p>		<p><u>Money</u></p> <p>Count money - pence Count money - pounds (notes and coins) Count money - pounds and pence Choose notes and coins Make the same amount Compare amounts of money Calculate with money Make a pound Find change Two-step problems</p> <p><u>Multiplication & Division</u></p> <p>Recognise equal groups Make equal groups Add equal groups Introduce the multiplication symbol Multiplication sentences Use arrays Make equal groups – grouping Make equal groups – sharing The 2 times-table Divide by 2 Doubling and halving</p>	
SPAG			
<p><u>Word classes:</u> Different Types of Verbs What are Adverbs Adding -ly (to words) Recognising Adverbs in sentences Using Adverbs in Sentences</p> <p><u>Apostrophes:</u> Recognising Simple Contractions Using Simple Contractions Introducing Possession Plural or Possessive</p> <p><u>Sentence types:</u> Recognising Exclamations Using Exclamations Recognising statements Using statements All four sentence types</p>	<p><u>Tenses:</u> Recognising simple past and present tenses Using simple past and present tenses Recognising past progressive tense Using past progressive tense Recognising present progressive tense Using present progressive tense</p> <p><u>Suffixes:</u> Compound nouns Adding '-ment', '-er' and '-ness' Adding '-ful' and '-less'</p>	<p><u>Length & Height</u></p> <p>Measure in centimetres Measure in metres Compare lengths and heights Order lengths and heights Four operations with lengths and heights</p> <p><u>Mass, Capacity and Temperature</u></p> <p>Compare mass Measure in grams Measure in kilograms Four operations with mass Compare volume and capacity Measure in millilitres Measure in litres Four operations with volume and capacity Temperature</p>	
Spelling		Reading	
<p>Please see overview attached. Little Wandle Spelling</p>		<p>Texts covered: The Colour Monster, Flat Stanley, Little People Big Dreams: Neil Armstrong</p> <p>Read the common exception words Read words with contractions Making inferences from the text based on what is said and done in the book. Predicting what might happen from what has been read so far</p>	



	Retelling well known stories Participating in discussions about books and listening to what others say
Geography	History
Why is our world wonderful? <ul style="list-style-type: none"> To identify geographical characteristics of the UK To locate some of the world’s most amazing places To know the names of the five oceans and locate them on a map To understand how to draw human and physical features on a sketch map To investigate local habitats and record findings To understand how to present findings in a bar chart 	How did we learn to fly? <ul style="list-style-type: none"> To find out about the Wright brothers To develop an understanding of historical significance To investigate why Bessie Coleman is significant To develop an understanding of primary sources To investigate why we remember the Moon landing To place events on a timeline
	PE
	Cricket Team games & multi-skills
PSHE	Computing
Health and Wellbeing <ul style="list-style-type: none"> To describe a range of feelings and develop simple strategies for managing them To understand the benefits of physical activity To use breathing exercises to relax To understand their strengths and set themselves achievable goals To identify strategies to help overcome barriers or manage difficult emotions To understand what it means to have a healthy diet To understand ways of looking after our teeth Safety and the changing body <ul style="list-style-type: none"> To understand what the internet is and how it can help us To understand how to stay safe when using the internet 	Online Safety <ul style="list-style-type: none"> To know how to refine searches using the Search tool To know how to share work electronically using the display boards To use digital technology to share work on Purple Mash to communicate and connect with others locally To have some knowledge and understanding about sharing more globally on the Internet To introduce Email as a communication tool using 2Respond simulations. To understand how we talk to others when they are not there in front of us. To open and send simple online communications in the form of email. To understand that information put online leaves a digital footprint or trail. To begin to think critically about the information we leave online.



Year 2 Term 2 2026 Overview



<ul style="list-style-type: none">• To begin to understand the difference between secrets and surprises• To begin to understand the concept of privacy and the correct vocabulary for body parts• To understand safe and unsafe touches• To understand ways to keep safe on and near roads• To begin to understand how to stay safe with medicines	<ul style="list-style-type: none">• To identify the steps that can be taken to keep personal data and hardware secure
Science	RE



Materials: Uses of everyday materials

- To recognise that objects can be grouped
- To recognise that objects are made from materials that suit their uses
- To recognise that the shape of some solid objects can be changed
- To record data in a table
- To compare the suitability of materials for particular uses
- To gather data and use it to answer a question
- To recognise that the strength of some materials can be changed
- To record data in a block graph
- To recognise that some materials are harmful to the environment

Animals, life cycles and health

- To identify different stages of the human life cycle
- To know which offspring come from which parent animal
- To observe and measure growth in humans
- To use simple measuring equipment
- To identify and list the basic needs for survival for humans and animals
- To use secondary sources to research
- To recognise the importance of exercise and personal hygiene
- To make observations over time
- To identify how to have a balanced diet
- To interpret collected results

How do we know some people have a special connection to God?

- To identify how the Christmas story symbolises that Jesus is special
- To investigate why Guru Nanak is seen as special from birth within the Sikh worldview
- To identify how some people know that others are special using stories
- To understand that some people believe certain children are special by exploring a Hindu story
- To understand why Muhammad is special to some people through exploring a story
- To investigate a story that shows Jesus as special for some believers

What is a prophet?

- To identify the characteristics of a prophet by exploring a story
- To investigate stories about people's responses to the role of a prophet
- To explore the promises made to some prophets in stories and scriptures
- To investigate how the role of Muhammad is important to some Muslims using stories and scripture
- To explore the role of Jesus in different worldviews using stories and scripture. To explain the importance of Guru Nanak for some Sikhs by looking at key events and teachings



Art	Design Technology
<p data-bbox="107 245 600 272">Painting and mixed media: Life in colour</p> <ul data-bbox="159 323 987 501" style="list-style-type: none">• To develop knowledge of colour mixing• To know how texture can be created with paint• To use paint to explore texture and pattern• To compose a collage, choosing and arranging materials for effect• To evaluate and improve artwork	<p data-bbox="1128 245 1469 272">Structure: Baby bear’s chair</p> <ul data-bbox="1180 323 2069 533" style="list-style-type: none">• To explore the concept and features of structures and the stability of different shapes• To understand that the shape of the structure affects its strength• To make a structure according to design criteria• To produce a finished structure and evaluate its strength, stiffness and stability
Music	
<p data-bbox="107 654 488 681">Singing (Theme: On this island)</p> <ul data-bbox="159 730 898 908" style="list-style-type: none">• To learn to sing a British folk song• To practise and perform a song relating to the countryside• To practise and perform a song relating to the city• To create symbols to represent sounds• To develop and perform a musical composition	<p data-bbox="1128 654 1397 681">Contrasting dynamics</p> <ul data-bbox="1180 730 2096 979" style="list-style-type: none">• To create a simple soundscape using dynamic changes• To listen to music and respond creatively, considering how dynamics can be represented• To compare two pieces of music• To create a short pitch pattern to represent a planet• To perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics



Little Wandle Spelling

Year 2 Spring 1

	Unit	Coverage	Prickly spellings	Homophones
Week 1	1	Why do some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/?	once two	knight/night
Week 2				
Week 3	2	Why do I drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y?	any many	one/won
Week 4				
Week 5	3	Why do some words end 'ge' or 'dge'? Why can /j/ be spelled 'j' or 'g' in different words?	<i>Review</i>	where/wear

Year 2 Spring 2

	Unit	Coverage	Prickly spellings	Homophones
Week 1	4	The 'W special' How do 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words?	who whole	our/hour
Week 2				
Week 3	5	Why do I swap the 'y' for an 'i' when I add the suffix -es?	people friend	quite/quiet
Week 4	6	Why do some words have the spelling 'ey' for the sound /ee/?	move improve	see/sea
Week 5	7	Why do some words end -le, -al, -il or -el?	<i>Review</i>	to/too/two