



## YEAR TWO SPRING TERM OVERVIEW

### As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of drama conventions such as 'freeze frame', 'step inside', 'role on wall' to explore settings, and develop an understanding of characters and the development of vocabulary
- discuss writing forms of diary, letter, instruction and information and explore language features and organisational structures

### As Readers:

- read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level
- explore themes in the key texts 'The Bog Baby' and 'Grandad's Island'
- discuss understanding of books at a higher level than they can read independently
- participate in 'book talk', discussing how and why writers make choices and how links can be made between books
- read information texts about rainforest animals found in the story book 'Grandad's Island'
- read information text 'How to Grow Plants' to support Science work
- proof reading dictionary skills and reading thesaurus
- read a formal letter and sets of instructions to accompany 'The Bog Baby' story book

### As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- begin to use horizontal joins such as irl
- segment spoken words into phonemes and represent these by graphemes (phase 5), spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words
- to write a finding narrative and a set of instructions using 'The Bog Baby' text as stimulus
- write a set of instructions 'how to build a habitat for a X creature' inspired by 'The Bog Baby' story book
- explore the structure and language features of instruction writing
- write a set of instructions using present tense of how to build a habitat for a Bog Baby and an imaginary creature
- to write a return narrative and an information text using 'Grandad's Island' a stimulus
- explore non-chronological report structure and language features
- write a non-chronological report about a rainforest animal inspired by the story 'Grandad's Island'
- write sentences that make sense using Year One punctuation (capital letters, full stops, question marks, exclamation marks and leaving spaces between words)
- correct choice and consistent use of past and present tense throughout writing
- use apostrophes to mark where letters are missing in spelling, and for possession when a word is not a plural
- use commas to separate items in a list
- use expanded noun phrases for description and specification

### As Mathematicians:

#### **Money**

- know the value of different coins
- count and compare money
- solve money problems and find change

#### **Multiplication and Division**

- count in twos, fives and tens from 0, forwards and backwards
- learn 2, 5 and 10 times table
- recognise, make, add equal groups (sharing and grouping)
- multiply using the x symbol and making multiplication sentence from pictures
- doubling and halving
- divide by 2, 5, 10
- recognise odd and even numbers

#### **Fractions**

- working with parts and wholes
- make equal parts
- recognise and find a half, quarter, and a third
- unit and non-unit fractions
- equivalence of a half and 2 quarters
- find three quarters
- count in fractions

#### **Time:**

<ul style="list-style-type: none"> <li>continue to develop reading for pleasure through regular whole class reads and individual reading time</li> <li>through shared reading continue to develop prediction and inference skills, e.g. Read up to page 5 of Grandad's Island and ask questions: How do these pages connect to the clue we had before? Is this what you were expecting?</li> <li>Examine the sentences found in the texts 'Grandad's Island' and 'The Bog Baby' and ask questions that will elicit responses about the effect it has on the reader</li> </ul>	<ul style="list-style-type: none"> <li>know how the grammatical patterns in a sentence indicates its function as a statement, question, command and exclamation</li> <li>use co-ordination and some subordination to join clauses</li> <li>formation of adjectives using suffixes e.g. -ful, -less</li> <li>use the suffix -ly to turn adjectives into adverbs</li> <li>taught the spelling rule for -er -est and have an opportunity to explore how they cannot add them to adjectives e.g. fun can't become funner or funnest. Taught that -er compares two things whereas -est compares one thing to many others.</li> <li>adding endings -ing, -ed, -er, -est to words ending 'e' with a consonant before it and also to words of one syllable ending in a single consonant after a single vowel</li> <li>adding suffixes -ful, -less, -ly</li> <li>Distinguish between homophones and near homophones, such as quiet and quite</li> <li>strategies for learning spelling: mnemonics</li> <li>adding -es to nouns and verbs ending in 'y'</li> <li>spelling strategies for words ending 'tion'</li> </ul>	<ul style="list-style-type: none"> <li>Tell the time to o'clock and half past</li> <li>Tell the time to quarter past and quarter to</li> </ul>
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<p><u>As Scientists:</u></p> <p><b>Human Survival</b></p> <ul style="list-style-type: none"> <li>Human offspring go through different stages as they grow to become adults. These include baby, toddler, and child, teenager, adult and elderly.</li> <li>Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.</li> <li>A human life cycle starts with an embryo inside the female. After birth, the juvenile stage</li> </ul>	<p><u>As Computing Scientists:</u></p> <p><b>Computer Science</b></p> <ul style="list-style-type: none"> <li>learn about data handling tools</li> <li>Ask yes/no questions to separate different items</li> <li>Construct a binary tree to separate items</li> <li>Use 2question (a binary tree database) to answer questions</li> <li>Use a database to answer more complex search questions</li> <li>Use search tool to find information</li> <li>Understand terminology associated with searching</li> <li>Gain a better understanding of searching on the internet</li> </ul>	<p><u>As Historians:</u></p>	<p><u>As Geographers:</u></p> <ul style="list-style-type: none"> <li>Locate the equator and the North and South Poles on a world map / globe.</li> <li>Describe simple weather patterns of hot and cold places.</li> <li>Collect and organise data into charts and tables from primary sources (fieldwork and observation).</li> <li>Identify characteristics of the four countries and major cities of the UK.</li> <li>Describe and compare the human and physical similarities and differences between the Wirral and Mogadishu.</li> </ul>	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically. Clap, tap and move to the pulse of fast and slow music.</li> <li>Play a range of rhythms and pulses and identify the differences between them through clapping and tapping.</li> <li>Experiment with, create select and combine sounds using the unrelated dimensions of music. Create a kitchen beat band exploring sounds by tapping and beating like a professional drummer.</li> <li>Create, select and combine layers of sound and vocalisation with awareness of the effect by playing various</li> </ul>
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<p>is the second stage of the human life cycle. Juveniles grow over time to become adults. Adults reproduce to start the life cycle again.</p> <ul style="list-style-type: none"> <li>• A timeline is a linear diagram. A life cycle is a circular diagram.</li> <li>• Humans need water, food, air and shelter to survive.</li> <li>• A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.</li> <li>• A balanced diet includes food from the five main food groups: fruit and vegetables, carbohydrates, proteins, dairy and alternatives and oils and spreads. Some people eat a mixed, omnivorous diet, some eat a vegetarian diet, and some eat a vegan diet</li> </ul>	<ul style="list-style-type: none"> <li>• Create a leaflet to help someone search for information on the internet</li> <li>• .</li> </ul> <p><b>Information technology</b></p> <ul style="list-style-type: none"> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><b>Digital Literacy</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> <li>• Create a leaflet to help someone search for information on the Internet</li> </ul> <p><b>Key Apps</b>  Purple mash  2Questioning  2connect</p>			<p>kitchen utensils at the same time.</p> <ul style="list-style-type: none"> <li>• Experiment with, create, select and combine sounds using the unrelated dimensions of music by listening to the different sounds that can be created by slapping knees, cheeks, thighs, torso, upper arms, buttocks, clapping, tapping and stomping feet. Recreate body drumming sequence from 'Stomp Live' or 'BBC Ten Pieces'.</li> <li>• Compare the volume and pitch of sounds made by glass bottle instruments (water xylophone).</li> <li>• Experiment with, create, select and combine sounds using the unrelated dimensions of music. Explore unusual and differently pitched voice sounds such as yodelling, humming, chanting. Listen to jazz, acapella, opera, Inuit throat singers, yodellers perform and their voices in amazing ways. Compare vocalisations with awareness of effect.</li> <li>• Use their voices expressively and creatively by singing simple songs and rhymes with a sense of melody and shape. Sing in two or four part rounds to Frere Jacques. Recognise the importance of 1,2,3,4 count in music.</li> </ul>
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- Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
- Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings.
- Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
- There are four types of exercise: aerobic, strengthening, stretching and balancing.
- A healthy lifestyle includes exercise, good personal hygiene, good quality sleep and a balanced diet. Risks associated with an unhealthy lifestyle include obesity, tooth decay and mental health problems.
- Objects, materials and living things can be looked at,

- Listen with concentration and understanding to a range of high-quality live recorded music (fast, slow, loud, quiet). Excerpts from Gustav Holst's The Planets, 'Mars' and 'Venus'; 'Ambient Soundtrack Harry Potter'; and 'The Chain' by Fleetwood Mac. Respond with movement, words to explain how it makes children feel.

compared and grouped according to their features.

- Germs are microorganisms that can cause illness in humans.
- Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
- Germs make humans ill. They get into the body through the eyes, nose or mouth. Washing hands with soap and clean running water helps humans avoid getting ill and spreading germs to others.

### **Plant Survival**

- The results are information that has been found out from an investigation and can be used to answer a question.
- A habitat is a place where a living thing lives. A microhabitat is a very small habitat.

- A bulb contains a tiny plant and all the food needed to grow. Spring bulbs can start to grow in winter when the ground is frozen.
- Plants grow from seeds and bulbs. Seeds and bulbs need water and warmth to start growing (germinate). As the plant grows bigger, it develops leaves and flowers.
- The flowers of plants produce seeds. Seeds also form inside cones. The flowers on some plants develop into fruit that contains seeds.
- Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
- The results are information that has been found out from an investigation and can be used to answer a question.
- Plants need water, light and a suitable temperature to grow and stay healthy. Without any

<p>one of these things, they will die.</p> <ul style="list-style-type: none"> <li>• Questions can help us find out about the world.</li> </ul>				
<p><b><u>Key Vocabulary:</u></b></p> <p><b><u>Human Survival</u></b>  offspring, reproduction, growth, baby, toddler, child, teenager, adult, old person, names of animals and their babies (e.g. chick/hen, kitten/cat, caterpillar/butterfly), survive, survival, water food, air, exercise, heartbeat, breathing, hygiene, germs, disease, food types (e.g. meat, fish, vegetables, bread, rice, pasta, dairy)</p> <p><b><u>Plant Survival</u></b>  daisy, deadnettle, lesser celandine, lungwort, primrose, winter aconite, wood anemone, violet, seed, bulb, shrub, tree, crocus, daffodil, snowdrop, snowflake, alder, camellia, dogwood, hazel, mahonia pussy willow, snowberry, witch hazel,, bark, basal plate, trunk, season, evergreen, deciduous,</p>	<p><b><u>Key Vocabulary:</u></b>  Pictogram, question, data, collate, binary tree, avatar, database, internet, search, search engine,</p>	<p><b><u>Key Vocabulary:</u></b></p>	<p><b><u>Key Vocabulary:</u></b>  Aerial image, map, human and physical features, symbols, key, local area, land, sea, aerial photograph, West Kirby, Wirral, county, town, school, route, path, environment, archived, changes, data, size, location, function, community, survey, equator, North Pole, South Pole, Northern Hemisphere, Southern Hemisphere, globe, world map, country, continents, oceans, seas, capital city, United Kingdom, population, temperate climate, hot climate, cold climate, Somalia, England, Northern Ireland, Scotland, Wales, London, Mogadishu, seasons, peninsula.</p>	<p><b><u>Key Vocabulary:</u></b>  Beat; Pulse; Rhythm; Percussion; four beats; Contrasting; Fast ; slow; texture; monophonic; polyphonic; homophonic; layers of sounds; high and low pitch; water xylophone; harmonious; discordant; texture; vocal; rhythms; yodel; chant; jazzy scat crooning; Inuit throat singing; opera; acapella; melody; composition; structure; dynamics; expression; two part round; four part round; fast; slow; loud; quiet; tempo; clapping; tapping; stomping; drumming; beat;</p>

<p>germination, embryo, seed coat, stored, food, warmth, water, conditions, nutrients, survive, produce</p>				
<p><u>As Artists:</u></p> <p><b><u>Clay Sculptures, and patterns</u></b></p> <ul style="list-style-type: none"> <li>Recognise local sculptures</li> <li>Reinforce differences between human made and natural sculptures</li> <li>Identify regular and irregular patterns in nature</li> <li>Make observations about the work of female sculptor, Augusta Savage and Aboriginal artist Jimmy Baker</li> <li>Explore and create sculptures using natural materials</li> <li>Use dot style painting technique</li> <li>Design, make and evaluate a sculpture</li> </ul>	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p><b><u>Faith Stories: What makes stories important</u></b></p> <ul style="list-style-type: none"> <li>To know about sacred texts e.g. Bible, Qur'an</li> <li>What Jesus teaches about keeping promises</li> <li>Why keeping promises is a good thing to do</li> <li>Know what makes a good leader</li> <li>What are religious stories and what do they symbolise?</li> </ul> <p><b><u>Easter: celebrations, symbols and feelings</u></b></p>	<p><b><u>Enhancements, Visits &amp; Key Dates:</u></b></p> <ul style="list-style-type: none"> <li>* Visit from a florist</li> <li>Community Walk Gilroy Nature Reserve</li> <li>* Chinese New Year --</li> <li>* Valentine's Day – 14<sup>th</sup> February</li> <li>*Shrove Tuesday --</li> <li>-World Book Day --</li> <li>* Holi -</li> <li>Fun Food Chef – Pizza garden -</li> <li>Good Friday -</li> <li>Easter Sunday-</li> </ul>	<p><b><u>As Respectful Responsible Citizens:</u></b></p> <p><b><u>Dreams and Goals</u></b></p> <ul style="list-style-type: none"> <li>*Choose a realistic goal and think how to achieve it</li> <li>* Carry on persevering even when things are difficult</li> <li>*Recognise who we work well with and who is more difficult for us to work with</li> <li>*Work well in a group</li> <li>*Share some ways to work well in a group</li> <li>*Know how to share success with other people</li> </ul> <p><b><u>Healthy Me</u></b></p> <ul style="list-style-type: none"> <li>*Know how to keep our bodies healthy</li> <li>*Show or tell people what relaxed means and know some things that help us feel relaxed and know some things that make us feel stressed</li> <li>*Sort foods into the correct food groups and know which foods our bodies need every day to keep us healthy</li> <li>*Decide which foods to eat to give our bodies energy</li> </ul>	<p><b><u>As Design Technologists:</u></b></p> <p><b><u>Cut, Stitch and Join</u></b></p> <ul style="list-style-type: none"> <li>Explain how an everyday product could be improved</li> <li>Compare different or the same products from the same or different brands</li> <li>Explain why a designer or inventor is important</li> <li>Select the appropriate tool for a task and explain their choice</li> <li>Use different methods of joining fabrics, including</li> </ul>



	<ul style="list-style-type: none"> <li>• Know what celebration means</li> <li>• Why are stories connected with Easter and say why these are important to Christians</li> <li>• Know why Christians celebrate Easter and recognise symbols of Easter</li> <li>• Identify some ways Christians celebrate Easter</li> <li>• Suggest meanings for some symbols used in the Christian celebration of Easter</li> <li>• To know the meaning of the Easter story</li> </ul>			<p>glue and running stitch</p> <ul style="list-style-type: none"> <li>• Add simple decorative embellishments, such as buttons, prints, sequins and applique.</li> </ul>
<p><b><u>Key Vocabulary:</u></b></p> <p>Sculpture, human made, natural, nature, connect, join, build, sculpt, carve, material, stone, metal, bronze, wood, ice, earth, clay, sand, pattern, repeating, build, shape, materials, strong, fragile, Augusta Savage,</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Jesus, Bible, Church, Old Testament, New Testament, Torah, Yad, Scroll</p> <p>Easter, Palm Sunday</p>		<p><b><u>Key Vocabulary:</u></b></p> <p>Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, product, dream bird, group, problem-solve,</p> <p>Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, unhealthy, healthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious,</p>	<p><b><u>Key Vocabulary:</u></b></p> <p>Evaluate, products, fabric, seams, stitch, finishing, improvements, purpose, uses, Cath Kidston British designer, characteristics, design, cut, sew, pattern,</p>

activist, educator, sculptor, mould, push, roll, seal, evaluate, reflect, aboriginal artist, dreamtime, dreaming, Australia, Oceania, America, irregular, regular	, Holy Week, <b>Maundy Thursday</b> , Easter Sunday, <b>Cross, Church, Christians</b> , Celebration, <b>Special</b> , <b>symbolism, serving, praising, rejoicing</b>			template, parts, join, paper model, bag tag, materials, fabric, running stitch, binca fabric, embellishment, sequins, applique, buttons, decorative.
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Books read in the wider curriculum.

Spring 1	Continents of the world by Renee Bierman. Continents of the world by Renee Bierman. Collins First Atlas. Read all about oceans by Jaclyn Jaycox. The UK Info Buzz: Geography by Izzi Howell. Investigating Continents: Africa by Christine Juarez. Let's Look At Somalia by A M Reynolds. Discovering the United Kingdom: All About Wales by Susan Harrision.	Non-fiction	Arghh! Spider by Lydia Monks. The Flower by John Light. Greenling by Levi Pinfold. Beegu by Alexis Deacon. How do dinosaurs love their cats? By Jane Yolen and Mark Teague. The King of Tiny Things by Jeanne Willis and Gwenn Millward.	Fiction
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Books read in the wider curriculum. *\*recommended books but not yet ordered*

Spring 2	Garden Heroes by Rufus Bellamy. My first book of garden wildlife (RSPB) by Mike Unwin. A little guide to wild flowers by Charlotte Voake. How Do Flowers Grow? By Katie Daynes and Christine Pym. <i>Plants by Sally Hewitt*</i>	Non-fiction	Emma Janes Aeroplane by Katie Howarth and Daniel Rieley. The Tunnel by Anthony Browne. Herman's Letter by Tom Percival. The heart and the bottle by Oliver Jeffers. The Way Back Home by Oliver Jeffers. The Goodbye Book by Todd Parr. The Enormous Turnip by Vera Southgate. Jack and the beanstalk by Susanna Davidson. Superworm by Julia Donaldson. Peep Inside The Garden by Anna Millbourned.	Fiction
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