St Oswald's Catholic Primary School

Year 2 Spring Overview 2025-26

Subject Area	Spring	
R.E.	**'From Galilee to Jerusalem'**- In this branch pupils will deepen their knowledge from Year One about who Jesus is and understand how he teaches about the nature of God through parables and miracles. Pupils will focus on the baptism of Jesus and thinking about how Christians use prayer as a way of turning back to God alongside the symbolism of water as a sign of cleansing and new birth. This branch also includes some scripture about the epiphany, John the Baptism and some of Jesus' parables.	**'From Desert to Garden'** focuses on the links between the forgiveness Jesus shows at his Crucifixion and the ministry of Jesus studied in the previous branch. They will also explore how Lent is a time of reconciliation and forgiveness for Christians because they want to restore their relationship with God to be ready to celebrate the Resurrection. They will develop an early understanding of the Sacrament of Reconciliation. In this branch, pupils should make some simple connections between the life and mission of the school and the gospel message of forgiveness.
English	Read Write Inc. daily phonics lessons *Children who complete RWI Phonics move on to RWI Comprehension lessons* 2 lessons of Ready Steady Write and 3 lessons of RWI spellings for all children	
	Ready Steady Write – 'Bog Baby' by Jeanne Willis These lessons will involve the children immersing themselves in the text, then analysing it, before planning for their own piece of writing based on the text.	Ready Steady Write – 'Grandads Island' by Benji Davies These lessons will involve the children immersing themselves in the text, then analysing it, before planning for their own piece of writing based on the text.
Mathematics	**Money** Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value	**Measurement - Length & Height** Choose and use appropriate standard units to estimate and measure length/height (m/cm to the nearest appropriate unit, using rulers,

	Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change **Multiplication & Division** Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) sign Recognise repeated addition contexts, representing them with multiplication equations and calculating the product, within the 2, 5 and 10 multiplication tables. 2MD–1 Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers Relate grouping problems where the number of groups is unknown to multiplication equations with a missing factor, and to division equations (quotitive division). 2MD–2 Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts **Subtraction (revisit)**	Compare and order lengths and record the results using >, < and = **Measurement – Mass, capacity and temperature** Choose and use appropriate standard units to estimate and measure mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using scales, thermometers and measuring vessels Compare and order mass, volume/capacity and record the results using >, < and = **Fractions** Recognise, find, name and write fractions 1/3 , 1/4 , 2/4 and 3/4 of a length, shape, set of objects or quantity

Science	HEP Science – **'Pip discovers living things'** In this unit children will learn about what is alive, what is dead and what was never alive. They will consider what living things need to stay alive and also where we can find some of these living things outdoors.	HEP Science Details to be released in the spring term.
History	Kitty Wilkinson **- Who was Kitty Wilkinson and what impact did she have on Liverpool?** As Historians, the children will be learning about the significance of Kitty Wilkinson and what impact she had on the local area. They will learn about what life was like in Victorian Liverpool and the challenges that people faced. The children will also study what a reliable source is and look at how Kitty made a huge impact on stopping the spread of disease in the city.	
Geography	Egypt **- Can you describe how life is different in Egypt?** As geographers, the children will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European city (Egypt). The children will look at aerial photographs to recognise the landmarks they learn about in Egypt.	
Computing	**Can I navigate around the Scratch Junior app to create block code?** Scratch Junior In this unit pupils will use the Scratch Jnr app to write their own block code in a number of different cross curricula projects.	**Can I compare different methods of data storage and know about graphs and charts?** Storing & Presenting data In this unit pupils will look at what data is and compare different methods of data storage. Pupils will also learn about graphs and charts
PE	**Gymnastics**	**Target Games**

	In gymnastics you learn to move your body in really fun ways. From balancing to rolling and jumping. In gymnastics you can link these actions using travelling actions to create sequences. Sequences are like stories with a beginning, middle and end.	Pupils develop their understanding of the principles of target games. Pupils learn how to score points and play to the rules. They develop the skills of throwing, rolling and striking towards targets. They begin to self-manage their own games selecting and applying the skills they have learnt appropriate to the situation.
Games	**Athletics** In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.	**Sending and Receiving** Sending and receiving skills are important because they can be used in lots of other games. Learning these skills also helps your eyes, hands and feet work together. This makes your brain smarter because it has to think about where the ball is and how to make your body do what you want. You can always improve your sending and receiving skills with practise.
RSHE	*Life to the Full* Module 1: Created and Loved by God Unit 3 Emotional Wellbeing Session 1 Feelings- Likes and dislikes Session 2 Feeling inside out. Session 3 Super Susie gets angry Module 1: Created and Loved by God Unit 4 Life Cycles Session 1 The cycle of life. *A Journey in Love:* We Meet God's Love in the Community Section 2: Physical	*Life to the Full* Module 2: Created to love others Unit 1 Religious Understanding Session 1 God loves you. Module 2: Created to love others Unit 2 Personal relationships Session 1 Special People

	LI: To describe ways of being safe in communities	
Art	**Mosaics** **Can I create symmetrical art?** **Inspire** Children to study mosaic art Use sketchbooks to record ideas **Skill** Create printing blocks to make repeated patterns Use two printed overlays to mix colours in a pattern To use tessellation to create tile mosaics **Final Product** To create a final piece of mosaic art using the skills covered	
Design Technology	**Can you design, make and evaluate your own moving vehicle?** Construction: constructing a model using wheels and axles Evaluate their ideas and products against design criteria. Explore and use mechanisms e.g. wheels and axles in their products. Select from a range of materials (including recycled materials and textiles), fastening techniques and tools and use to create 2D and 3D representations. Children are to build structures, exploring how they can be made stronger, stiffer and more stable.	
Music	**Which notes on a glockenspiel combine well to make a tuneful melody?** Glockenspiel Stage 1 The children will recall and perform a variety of songs with expression on the glockenspiel from both memory and score, listen and comment on musical elements, understand the science behind a glockenspiel.	