

Year 2 Overview Spring 2026

	In class your child will....	At home you could.....
Science		
Animals, including Humans	In this unit we will learn that animals, including humans, have offspring which grow into adults. We will also find out about and describe the basic needs of animals, including humans, for survival (water, food, shelter, sleep and oxygen). They will learn why it is important for humans to exercise, to eat a balanced diet and to have good hygiene.	<i>Plan, shop and cook a balanced meal together. We would love to see these photos – send them to year2@willand.devon.sch.uk</i>
Plants	In this unit we will be observing and describing how seeds and bulbs grow into mature plants. We will also find out and describe through investigations how plants need water, light and a suitable temperature to grow and stay healthy. We will plant some bulbs and seeds of our own.	<i>Buy and plant some seeds in your garden. Grow and taste different herbs or use them in some cooking. When out and about, look in fields and discuss what crops may be growing and who will be consuming them.</i>
Computing		
Microsoft Word	Children will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. They will also consider how to change the look of their text, and will be able to justify their reasoning in making these changes. Finally, children will consider the differences between using a computer to create text and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this.	<i>Make a poster about something they know lots about, either on the computer or using pencils/pens and paper. Discuss what is easier and what is harder about doing it on paper compared with doing it on a computer.</i>
Religious Education		
Who is a Muslim and how do they live? Part Two	In this unit we will be building on knowledge and understanding covered in part one of this topic studied in the Autumn term. The children will be able to give examples of how Muslims put their beliefs about prayer into action and talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. We will also share examples of how stories about the Prophet show what Muslims believe about Muhammad.	<i>Make a poster displaying what you know about Muslims Research the 5 pillars of Islam- we have looked at the first two pillars so far – what are the others?</i>
What is the ‘good news’ Christians believe Jesus brings?	We will be sharing stories from the Bible and exploring a link with the concept of ‘Gospel’ or ‘good news’. We will be reading some simple accounts from the Bible (such as the story of Matthew the tax collector) and learning what these stories mean to Christians. We will be discussing the idea that Jesus gives instructions to people about how to behave and how Christians follow these teachings.	<i>Think about how they can offer friendship to others and what they can do to be a better friend.</i>

History		
Brunel	In this unit, we will be discovering who Isambard Kingdom Brunel was and why he was important for our locality. We will look at what Brunel achieved in his life, especially focusing on his contributions to building the Great Western Railway. We will also spend time learning about the SS Great Britain ahead of our visit at the end of January.	<i>Visit a local railway station. Maybe even go on a train journey!</i>
The Great Fire of London	In this unit, we will be trying to understand how we know so much about what happened in The Great Fire of London. We will look at where the Great Fire of London sits on our class timeline. Together, we will explore the events during the time period of 1666 and the historical people that were present. We will look at how life was different in 1666 and recognise why the events happened and what happened as a result. To find the information, we will be using a variety of sources.	<i>Visit the library and find a book about the Great Fire of London and share it together. Explore this interactive game to consolidate your understanding of the Great Fire of London: https://www.fireoflondon.org.uk/game/</i>
Design Technology		
Mechanisms – Fire Engines	In this unit, we will explore modern fire engines. We will learn about wheels, axels and chassis. When exploring, we will investigate ways of creating and decorating the body of a fire engine. After this, we will design our own fire engine which we will then make, based on this design. When we have finished, we will evaluate our fire engines. This will be linked to our learning in PSHE about fire safety.	<i>Talk about how fire engines are different to other vehicles. Using recycling what different service vehicles can you make? What is the best way to join these materials together?</i>
Art		
Line Drawing and Painting – The Great Fire of London	In this unit, we will be developing our knowledge of primary, secondary and tertiary colours as well as how to control the marks we make using a range of media to create a painting of a scene from The Great Fire of London.	<i>Draw a house from around the time of The Great Fire of London. Either colour, collage or even paint it!</i>
Personal, Social and Health Education		
Dreams and Goals	In this unit, we will be teaching the children to understand when they have achieved success and the importance of persevering to meet a goal. They will also have opportunities to work together with other children to achieve smaller goals and realise the importance of teamwork to solve problems and succeed.	<i>Encourage your children to bring in any out of school achievements such as, football medals, swimming certificates etc.</i>
Healthy Me	During this unit, we will be discussing the importance of leading a happy and healthy life. The children will know how to be healthy, through eating a balanced diet and having an awareness of the different food groups. The children will also talk about times when they have felt relaxed and what strategies they can use if they ever feel stressed.	<i>Prepare a healthy, balanced meal. Can you identify the food groups of each item?</i>

Music		
Recognising Different Sounds	When voices or instruments work together to play different pitches that sound at the same time, we can hear harmony in music! We will explore the voices and instruments used within the music in this unit to identify how and when harmony takes place.	<i>Listen to a range of appropriate music at home. How many different instruments can you recognise in the songs?</i>
Exploring Improvisation	In this unit we will be focussing on making up our own music. Children are given a range of notes to use and guided through the process of improvising their own melodies using pulse, rhythm, pitch and melody.	<i>Experiment with different rhythms and notes and have fun making up your own music.</i>
Physical Education		
Dance	Pupils will explore space and how their body can move to express an idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.	<p>To develop skills: <i>practise dancing at home to your favourite song! Can you include travelling, a jump, a turn and a gesture?</i></p> <p>To be inspired: Watch Diversity perform - https://www.youtube.com/watch?v=o9hlqGOnup4</p>
Invasion Games	In this unit, children will begin to learn the principles of attacking and defending. They will learn how to use skills such as sending and receiving and will have the opportunity to play small sided games, scoring points and playing to the rules.	<p>To develop skills: <i>practise dribbling a football or basketball around some obstacles keeping the ball under control. Can you challenge yourself by positioning the obstacles closer together?</i></p> <p>To be inspired: <i>watch a local game of football, rugby, netball or basketball. How are they working together to try to win the game?</i></p>