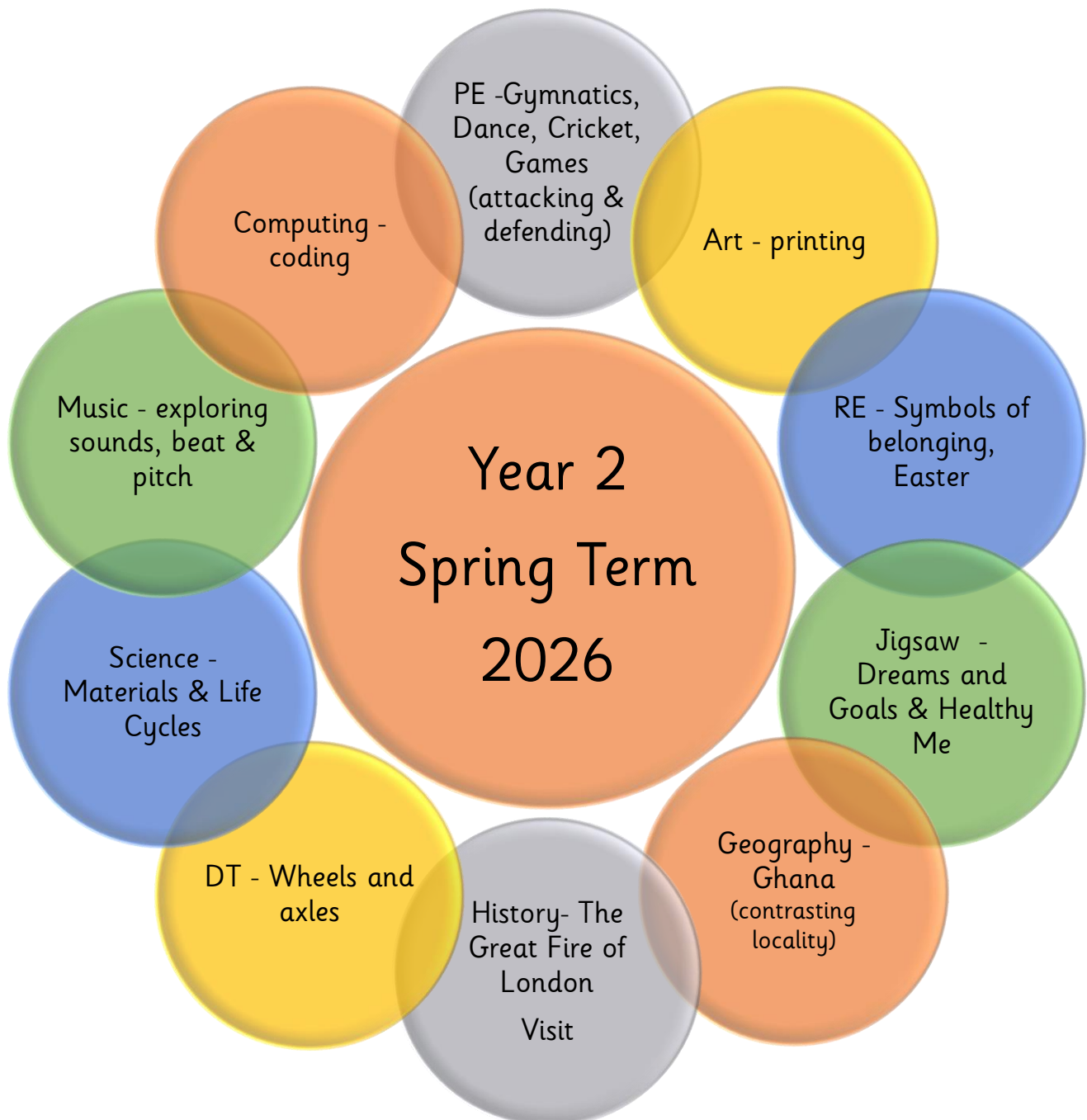


# Donnington Wood Infant School and Nursery

In addition to phonics, reading, writing and maths we have the following exciting learning planned for this term -



More detail about specific learning in each area is on the back of this sheet.

Please talk to your child's teacher if you would like more information.

# Donnington Wood Infant School and Nursery

## Year 2 Spring Term 2026



Phonics and Reading	Maths
Read most words containing common suffixes	<u>Number: place value</u>
Read accurately most words of two or more syllables	Compare and order objects and numbers to 100 and beyond
Read 32/64 Y2 common exception words	Count in 2s, 5s, 10s and 3s
Check it makes sense to them when prompted by an adult	<u>Number: addition &amp; subtraction</u>
Answer questions about a familiar book they have read and begin to make some inferences	Add 2 two digit numbers not crossing ten – add ones and add tens
Literacy	Subtract 2 two digit numbers not crossing ten – add ones and add tens
Form lower-case and capital letters of the correct size relative to one another in <u>most</u> of the writing	Add 2 two-digit numbers crossing ten – add ones and add tens
Spell 20/64 Y2 common exception words	Subtract 2 two-digit numbers crossing ten – add ones and add tens
Write simple narratives about personal experiences and those of others (real or fictional)	Number Bonds to 100
Write about real events, recording these simply and clearly	Add three 1 digit numbers
Use question marks correctly when required	<u>Geometry: shape 2D &amp; 3D</u>
Use the past tense correctly including the progressive form	Recognise, sort, draw and make patterns with 2D shapes
Use 'and', 'or', & 'but' for coordination	Count sides and vertices on a 2D shape
Re-read own writing to check for sense and that verbs to indicate time are used correctly and consistently	Lines of symmetry
Art	Recognise, sort and make patterns with 3D shapes
<u>Printing (Kente cloth - Ghana)</u>	Count faces, edges and vertices on 3D shapes
Use printing techniques to create a piece of work	<u>Number: multiplication &amp; division</u>
Create a repeating pattern	Make equal groups by sharing and grouping
Design a printing block	Divide by 2, 5 and 10
Say how other artists have used colour, pattern and shape	Odd and even numbers
Create a piece of work in response to another artist's work	<u>Measures: mass</u>
DT	Measure and compare mass in grams and kilograms
<u>Wheels and axles</u>	Science
Create and use axles and wheels	Duck eggs
Attach features to a vehicle (e.g. an axle and wheels)	<u>Materials</u>
Generate, develop, model and communicate their ideas through talking and drawing	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
With support put ideas into practice	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Choose appropriate materials. Suggest ways of manipulating them to achieve a desired outcome	<u>Life Cycles</u>
Work safely and hygienically	Notice that animals, including humans, have offspring which grow into adults
Explain how finished products meet their design criteria and how to make future improvements	<u>Working Scientifically</u>
History	Observing closely, using simple equipment
<u>Significant Historical Event - The Great Fire of London</u>	Performing simple tests
Understand securely and use a wider range of common words and phrases relating to the passage of time, such as 'nowadays', 'in the past' and 'previously'	Computing
Explain one reason why an event might be significant – why do we remember it?	<u>Coding</u>
Identify a few relevant causes and effects for a significant event	Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
Can select information independently from several different types of source including written, visual and oral sources and artefacts to answer historical questions	Create and debug simple programs.
Plan questions and produce answers to a few historical enquiries using historical terminology (e.g. plan and find information needed to write about an event)	Use logical reasoning to predict the behaviour of simple programs.
Geography	PSHE (Jigsaw)
<u>Contrasting locality (distant place) - Ghana</u>	<u>Dreams and Goals</u>
Recognise a natural environment and describe it using key vocabulary	I can choose a realistic goal and think about how to achieve it
Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary	I can carry on trying (persevering) even when things are difficult
Describe the physical and human geography of a distant place (world)	I can recognise who I work well with and who it is more difficult for me to work with
Describe their locality and how it is different and similar to the distant place	I can work well in a group and tell you some ways I worked well with my group
Music	I know how to share success with other people
<u>Beat</u>	<u>Healthy Me</u>
Chant and sing in two parts while playing a steady beat	I know what I need to keep my body healthy
Listen to and repeat rhythmic patterns on body percussion and instruments	I can show or tell you what relaxed means and I know some things that make me feel relaxed and some that make me feel stressed
Perform a steady beat and simple rhythms using movement, percussion, and body percussion	I understand how medicines work in my body and how important it is to use them safely
Understand and differentiate between beat and rhythm	I can sort foods into correct food groups & know which foods my body needs every day to keep me healthy
<u>Pitch</u>	I can make some healthy snacks and explain why they are good for my body
Play pitch lines on tuned percussion	I can decide which foods to eat to give my body energy
Understand and perform rising and falling pitch direction	PE
Read and write simple pitch line notation	<u>Gymnastics</u>
Combine pitch changes with changes in other elements/dimensions	Perform and improve upon balances on different parts of the body
<u>Exploring Sounds</u>	Create matching balances with a partner
Explore voices to create descriptive musical effects	Roll in different ways while showing control
Combine sounds to create a musical effect in response to visual stimuli	Jump safely in a variety of ways, including on and off apparatus
RE	Combine a selection of movements to create a gymnastic sequence on own and with a partner
<u>Easter</u>	<u>Cricket (Chance to Shine)</u>
How and why are celebrations important in religion?	<u>Dance</u>
<u>Symbols of belonging (Hindu, Muslim Christian)</u>	Improvise and create movements with a partner to fit with different stimuli
What are symbols?	Show awareness of others when moving
Why are symbols important in life?	Work in a group to develop and link actions to create a simple dance sequence
What religious symbols do people use?	<u>Games – Attacking and Defending</u>
	Move with a ball in a game, use space when passing and receiving
	Use throwing and catching to pass and receive the ball in a game
	Know how to make or deny space when attacking and defending in a game
	Use attacking and defending skills in a game