



## Becontree Primary School

### Year 2 Medium Term Overview of Learning Spring B 2026

<b>Writing</b>	<p>Fact File: Granny came here on the Empire Windrush (Story based on facts)</p> <ul style="list-style-type: none"> <li>To reinforce the concept of a fact file.</li> <li>To plan what they will write.</li> <li>To reinforce the content of the fact file with an opening sentence.</li> <li>To write in present tense.</li> <li>To use headings and subheadings.</li> <li>To include questions as subheadings.</li> <li>To describe themselves and their family using facts.</li> <li>To edit and improve writing</li> </ul>		<p>Narrative: The Man on the Moon (Story)</p> <ul style="list-style-type: none"> <li>To familiarize children with the narrative text</li> <li>To write in present tense</li> <li>To use an impersonal tone</li> <li>To use headings and subheadings</li> <li>To write a story in the past tense and third person</li> <li>To sequence sentences to form a short narrative</li> <li>To follow a chronological structure</li> <li>To include feelings and reactions</li> <li>To include important events and detailed description using powerful verbs and adjectives</li> <li>To edit and improve writing</li> </ul>			
<b>Handwriting</b> based on the Nelson Handwriting scheme	Differentiated. Check-up 10: AFL Nelson unit – <b>Yellow</b>  Differentiated. Focus on unit 11: 'joining to the letter a' Nelson unit - <b>Yellow</b>	<b>Differentiated. Focus on unit 12: 'joining from the letter o'</b> <b>Nelson unit - Yellow</b>	Differentiated. Focus on unit 13: 'joining to the letter r' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 14: 'the first and second join: ai, al, ay' Nelson unit - <b>Yellow</b>	Differentiated. Focus on unit 15: 'joining from the letter o' Nelson unit - <b>Yellow</b>	
<b>Maths</b>	Recognise coins and notes Use £ and p accurately Calculate change	Recognise coins and notes Use £ and p accurately Calculate change	Assessment week	Explore, sort and describe 2D shapes Lines of symmetry in 2D shapes Identify 2D shapes on 3D shapes.	Explore, sort and describe 2D shapes Lines of symmetry in 2D shapes Identify 2D shapes on 3D shapes  Compare and sort 2D and 3D shapes Use language to describe position, direction and rotation to follow a route	

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<p><b>Computing</b></p>	<p><b>Pictograms:</b> To recognise that we can count and compare objects using tally charts</p>	<p><b>Pictograms:</b> To recognise that objects can be represented as pictures</p>	<p><b>Pictograms:</b> To create a pictogram</p>	<p><b>Pictograms:</b> To select objects by attribute and make comparisons</p>	<p><b>Pictograms:</b> To recognise that people can be described by attributes</p> <p>To explain that we can present information using a computer</p>	
<p><b>Foundation Subjects –</b></p> <p>Science &amp; History</p>	<p><b>Science – Changing shape</b></p> <p>To find out how shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>To correctly use scientific words related to changing shape</p>	<p><b>Design Technology – Baby Bears chair</b></p> <p>To evaluate simple structures.</p> <p>To explore how shape affects the strength of a tower.</p> <p>To explore how thickness affects the strength of materials.</p> <p>To make a strong and stable chair for a user.</p> <p>To evaluate and improve a structure.</p> <p><b>(Linked to World Book Day)</b></p>	<p><b>Science - Changing shape</b></p> <p>To test whether materials are flexible, rigid, stretchy, squashy, elastic or stiff.</p> <p>To describe actions used to change the shape of a material as 'pushes' or 'pulls'</p> <p>To make links between materials and how they are used</p>	<p><b>Science -Animals including Humans</b></p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Identifying and classifying</p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Science -Animals including Humans</b></p> <p>Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p> <p>Performing simple tests</p> <p>Gathering and recording data to help in answering questions.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	

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<p><b>Music</b></p> <p>Charanga music scheme</p> <p>(Taught across the half term)</p>	<p>To learn to sing a song            To sing in two parts            To listen and appraise a swing song            To use the words tempo and dynamics to describe a song            To play an instrumental part on a glockenspiel            To use 3 or 5 notes to compose a piece of music            Use body percussion, instruments and voices            Find and keep a steady beat.            Walk in time to the beat of a piece of music.            Describe tempo as fast or slow.            Describe dynamics as loud or quiet.            Join in sections of the song, e.g. call and response            Recognise some band and orchestral instruments.            Sing in unison and sometimes in parts, and with more pitching accuracy            Add actions to a song.            Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing            Create a simple melody using crotchets and minims            Practise, rehearse and share a song that has been learned in the lesson.</p>					
<p><b>PSHE</b></p> <p>One World: Living in a Wider World</p>	<p>Lesson 1 Families: I can explore family life in different countries and say how it is the same as mine and different.</p>	<p>Lesson 2 Homes: I can discuss homes and home life from around the world and say how they are the same as mine and how they are different.</p>	<p>Lesson 3 Schools: I can explain what it is like to go to school in other countries and say how it is the same as or different from my school.</p>	<p>Lesson 4 Environments: I can explore places where people live which are different from where I live.</p>	<p>Lesson 5 Resources: I can think about how people use things from Earth and the impact this has for the future.</p> <p>Lesson 6 Planet Protectors: I can say why it is important to care for the Earth and protect it.</p>	
<p><b>RE</b></p> <p><b>Why is Easter important to Christians?</b></p>	<p>Lesson 1 What is Easter and why is it important?</p>	<p>Lesson 2 What does the Bible tell us about Easter?</p>	<p>Lesson 3 What happens on Ash Wednesday?</p>	<p>Lesson 4 What are the events that happen on Maundy Thursday and Good Friday?</p>	<p>Lesson 5 How do we feel when we hear what happened to Jesus?</p>	

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					What other symbols are associated with Easter?	
<b>Outdoor PE</b>	Lesson 1 Outdoor – Net and Wall Games  To use the ready position to defend space on court.	Lesson 2 Outdoor – Net and Wall Games  To develop returning a ball with hands.	Lesson 3 Outdoor – Net and Wall Games  To play against a partner.	Lesson 4 Outdoor – Net and Wall Games  To develop racket skills and use them to return a ball.	Lesson 5 Outdoor – Net and Wall Games  To develop returning a ball using a racket.	
<b>Indoor PE</b>	Lesson 1 Indoor – Gymnastics  To perform gymnastic shapes and link them together.	Lesson 2 Indoor – Gymnastics  To perform gymnastics shapes with control and link them together.	Lesson 3 Indoor – Gymnastics  To use shapes to create balances.	Lesson 4 Indoor – Gymnastics  To use shapes to create balances.	Lesson 5 Indoor – Gymnastics  To link travelling actions and balances using apparatus.	