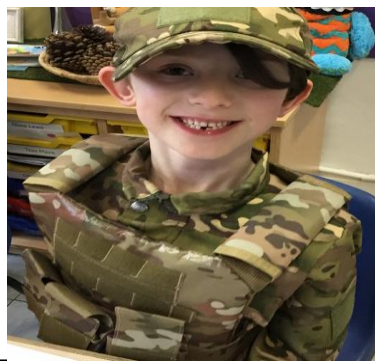
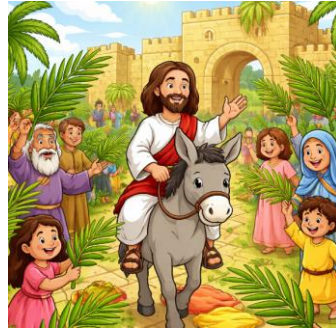
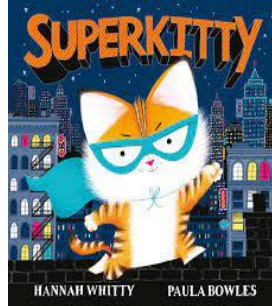


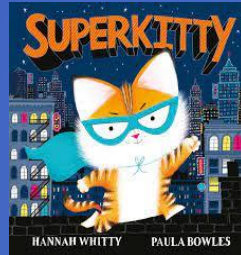
What's Your Superpower?



Year 2
Spring 2
2026

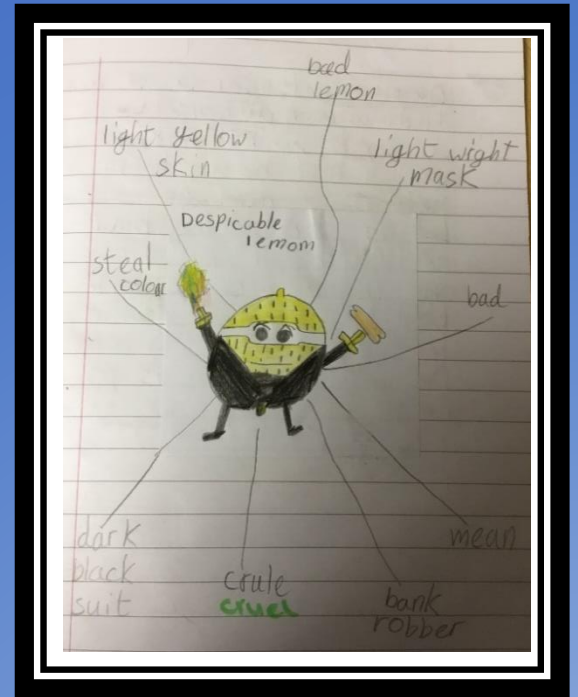


English



We started our learning journey by sharing the book SUPERKITTY.!

There was lots of amazing vocabulary in the book which we knew we would want to use in our own character descriptions! We spent some time learning about the meaning of the new words we'd discovered.

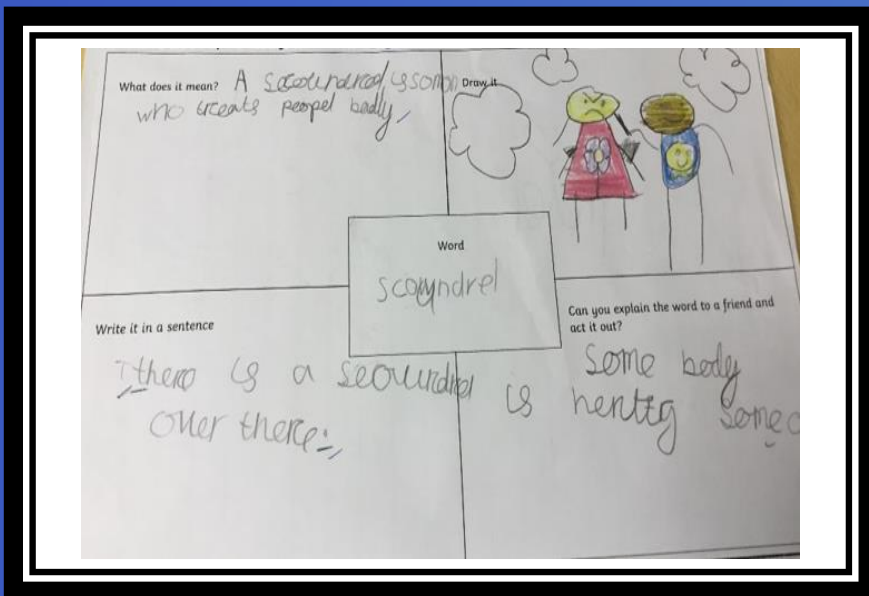
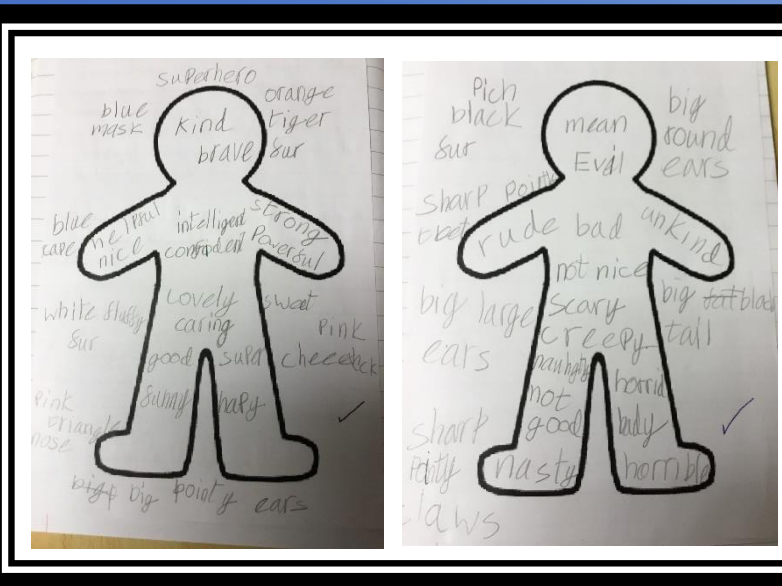


We shared some great ideas and created our own Evil Characters.

We created roles on the wall for both Superheroes and villains, using some of the new vocabulary we'd learnt.



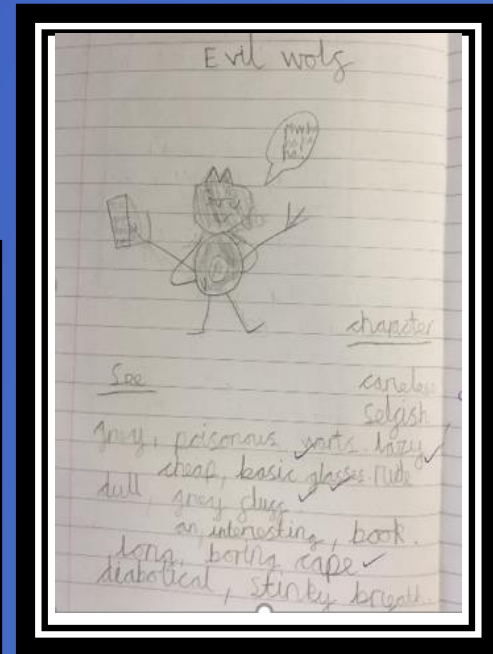
Some of the new vocabulary we learnt were; diabolical, dastardly, scoundrel, delightful, devious, despicable, sensational, nefarious, quivering



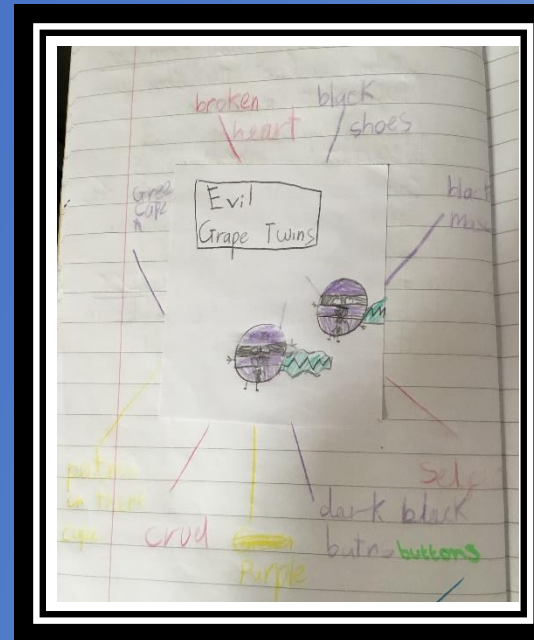
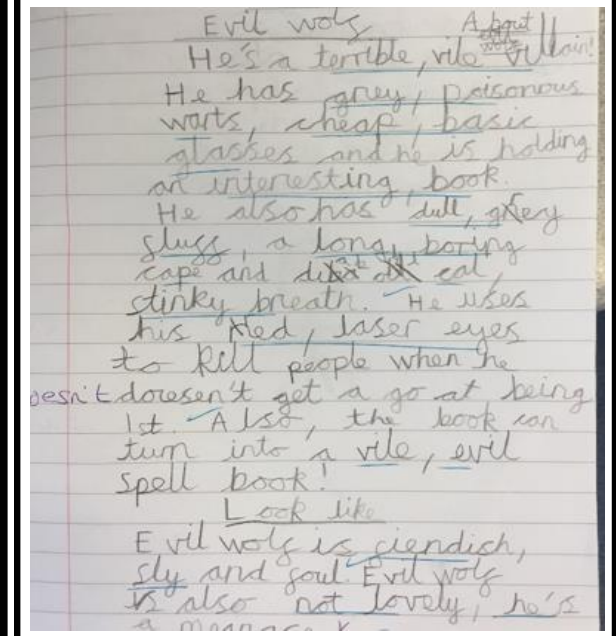
English

We learnt about the suffix 'ful' and the suffix 'less'. We tried hard to use this new learning in our writing.

We used the evil characters we'd created to write about. We tried to use the including new skills and vocabulary we'd learnt.



We recapped some previous learning about contractions and tried hard to use contractions in our character descriptions.



Evil Grape Twins are one of a nastiest and devious villains ever. They wear a green cape, black mask and dark black buttons. The Grape twins are selfish, purple and cruel, patterns on their cape, broken heart. And the Evil Grape twins are thoughtless. The Twins can't get any super hero in the world hey, also so powerful too.

Superkitty is fearless because Superkitty got the bone from the devil villain!

Normally, Negarios Norman isn't brilliant at sharing at all because Negarios Norman isn't a superhero, he's a terrible, despicable villain! And Negarios Norman hasn't got good manners at all also.

History/English



My Mum is significant because when I am sad she gives me a big hug. If I am sad she sorts it out with me. If I need help she gives me help and is always there for me.



We learnt about historical superheroes. Florence Nightingale was a very inspirational and significant person who changed the way that people thought about hospitals and medicine. We thought about the word significant and what it meant. Who was significant in our own lives, in the wider community and then in history.



Florence Nightingale helped people in a hospital. She travelled from Florence to ^{Italy} ~~Crimea~~, but the hospital was smelly, ^{and} ~~swampy~~ and dirty. Then, she scrubbed the floor and swept every inch. She cured ~~the~~ ^{soldiers} because they all had diseases. ~~She~~ ^{she} gave them fresh food. They slept on the floor and Florence Nightingale gave the sheets and pillows.

Y2 Spring 1 History: What's Your Superpower?

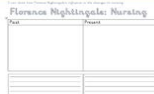
I can explore sources of evidence and find key facts.



I can recall and sequence key events in Florence Nightingale's life.



I can show how Florence Nightingale's influence in the changes to nursing.



I can explain how nursing has changed over time and why Florence Nightingale is remembered today.



I know what these words mean:

hospital	hygiene	ward
evidence	chronology	influence



We thought about how we know about the past and the sort of evidence that helps with this. We used a timeline to sequence the main events of Florence's life. We learnt about the changes she made to nursing.



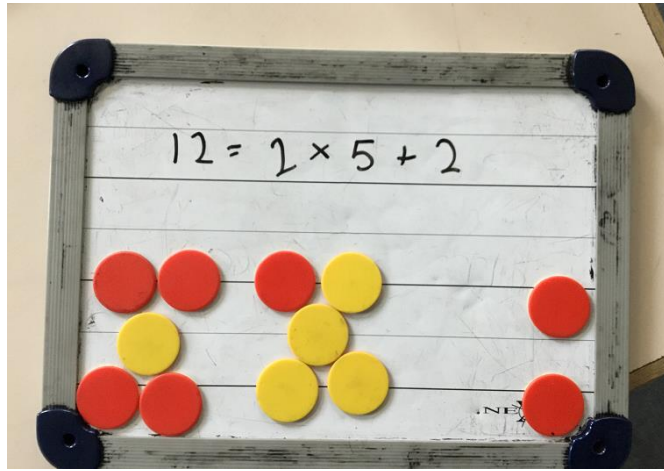
When Florence got there the food was horrible, there was no beds so the soldiers were on the floor. Then Florence said "get to work" then the nurses cleared all of the room until Florence liked it. She ^{gave} them nice food and ^{clean} beds and sheets. When she ^{went} down to the men she was holding a lamp so the soldiers called her the Lady of the lamp.

Hospitals have changed in the last 200 years because today the doctors have nice clothing, masks and gloves to stop germs. Things that are similar are equipment but the last 200 years ago the equipment was dirty and horrible. I think the most important change is the curtains because ^{privacy} ~~private~~. Now we have technology like X-rays, heart monitors and exhalers.

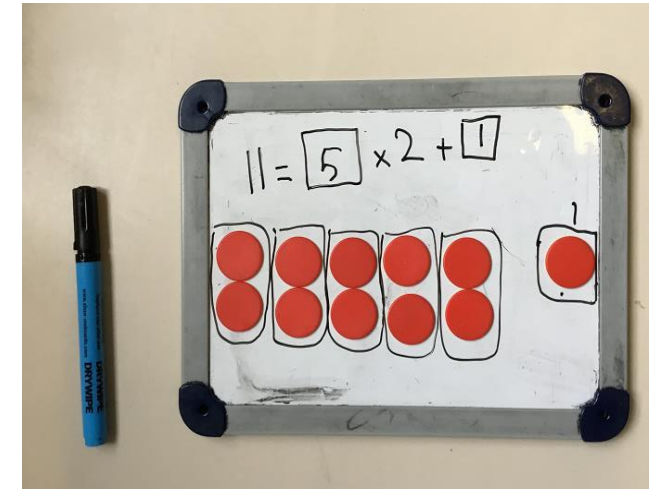
Maths

In maths this half term we've been learning about multiplication and division and the relationship between the operations. We've been thinking about equal and unequal groups and using the vocabulary of 'remainder' for the amount that can't be grouped equally.

We applied this knowledge to problem solving.



We learnt how equal groups are related to multiplication and times tables.

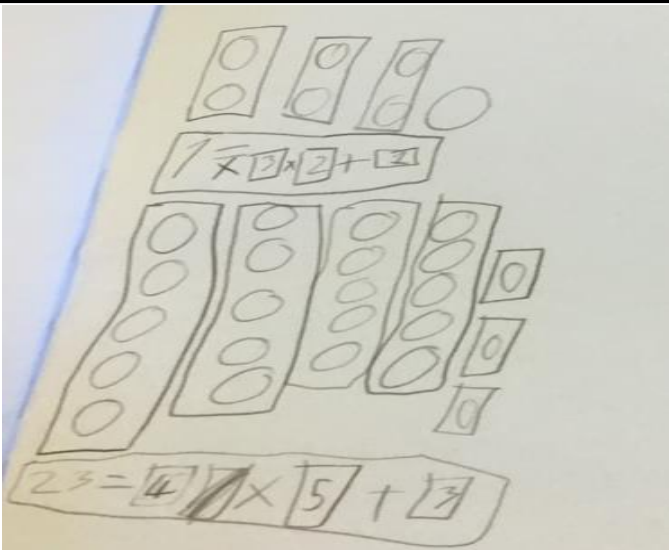
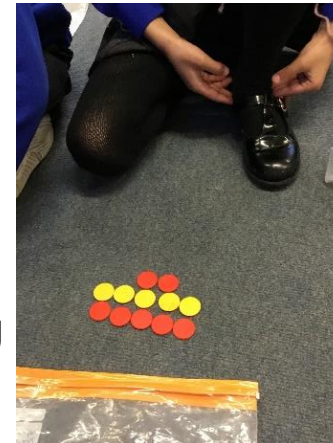


We learnt about how grouping and times are related to division.



We divided by grouping and sharing and learnt that any left over was called a remainder.

We also talked about groups that weren't equal.

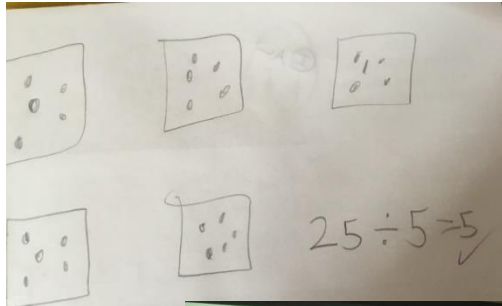


Maths

We learnt how times tables can help us with division. We learnt new vocabulary related to division, like divisor, dividend and quotient.

We continued to practise counting in 2s 5s and 10s and some of us moved on to mental strategies for multiplication and division.

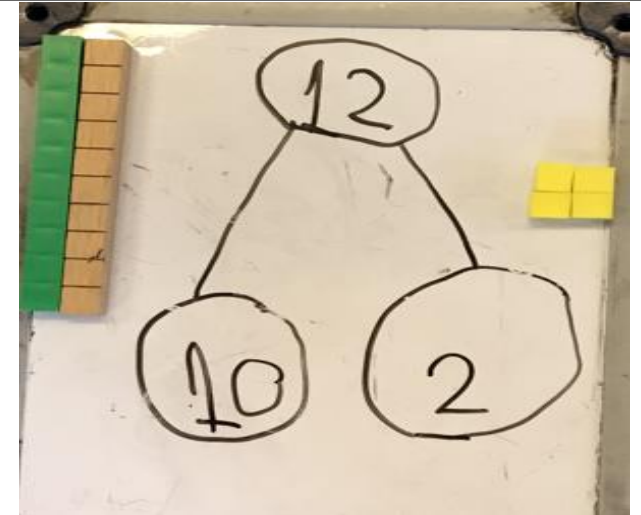
We also learnt about how the 2 x table is related to doubling.



Keywords

division
dividend
divisor
quotient

$$\begin{array}{c} \text{dividend} \\ \uparrow \\ \boxed{20} \end{array} \div \begin{array}{c} \text{divisor} \\ \downarrow \\ \boxed{5} \end{array} = \begin{array}{c} \boxed{4} \\ \uparrow \\ \text{quotient} \end{array}$$



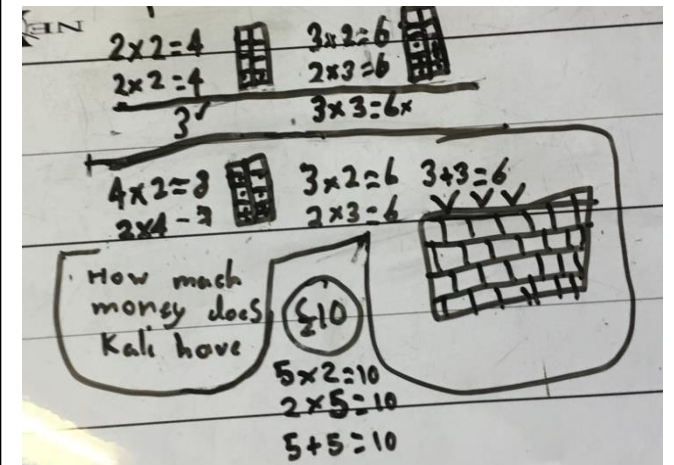
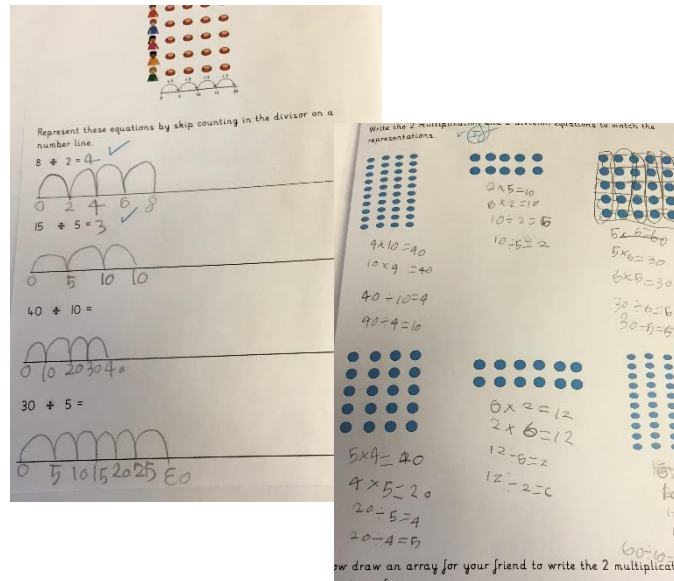
We recapped using partitioning to help double.

$$40 \div 10 = 4 \checkmark$$



Children catch a total of 16 crabs. Each child has 2 crabs to put back in the sea. How many children are there?

$$16 \div 8 = 2 \checkmark$$



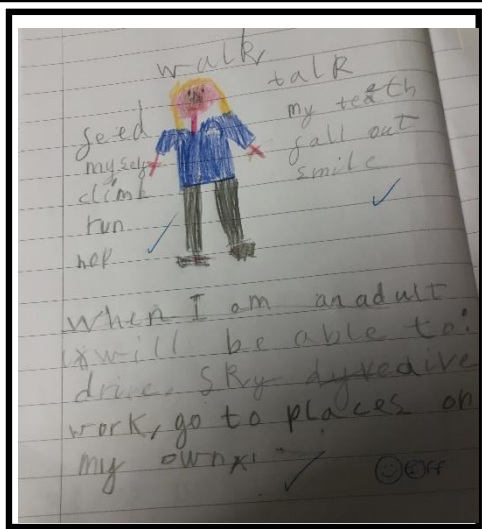
We learnt how the 2 x table can help us double.

Science

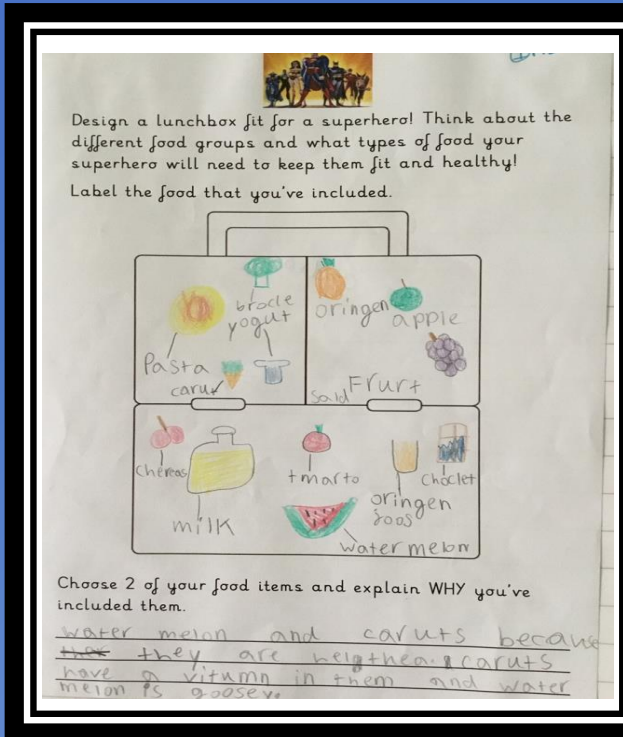
This half term we have been looking at animals including humans, life cycles, basic needs and the importance of exercise and nutrition.



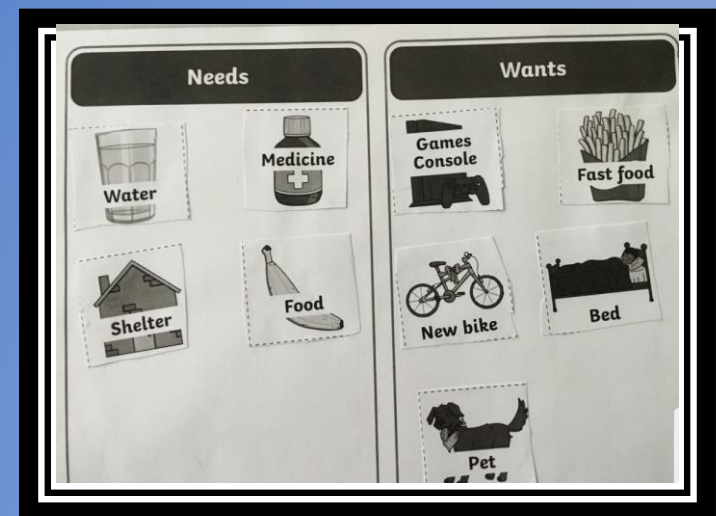
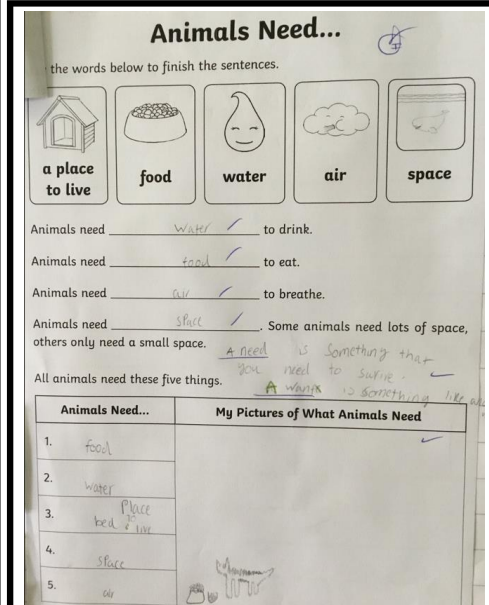
We started by looking at **life cycles** of both humans and other animals.



We thought about what we can do now that we couldn't do as a baby and what we might be able to do when we grow up.



We revisited our learning about eating a balanced diet and designed a lunch box fit for a superhero.



We thought about the difference between a want and a need.

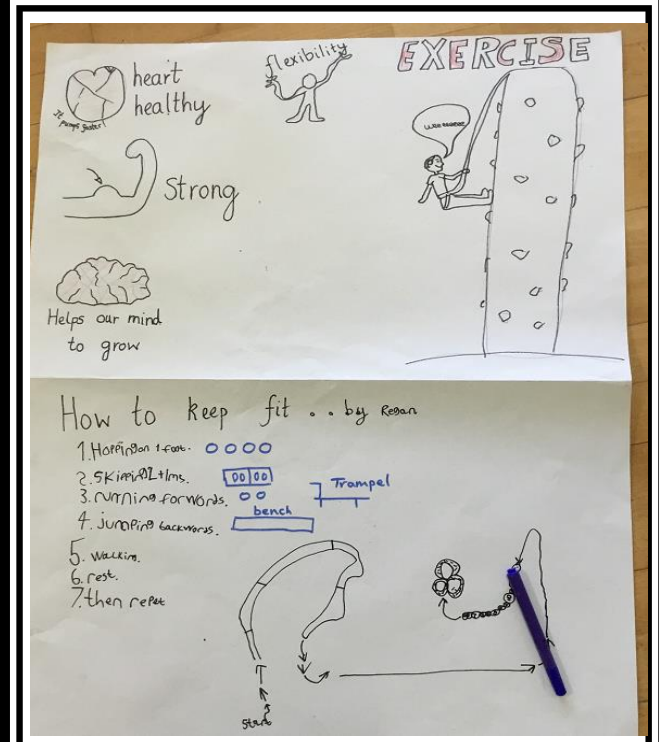
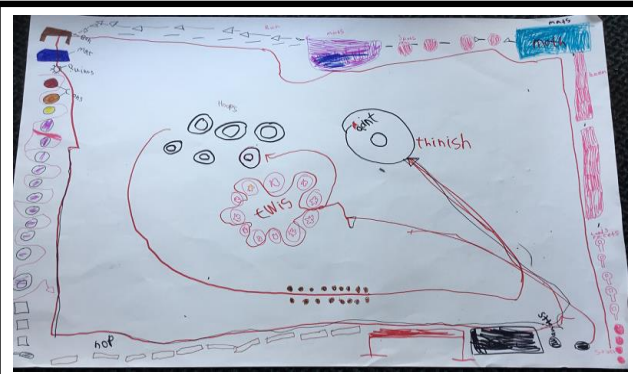
Science

Exercise We discussed the importance of exercise in keeping our bodies and minds fit and healthy. We then devised our own exercise circuit and talked about the changes we noticed in our bodies when we exercised.

This activity taught us so much about the positive affect that exercise has on our minds, bodies and teamwork skills!



When I exercise I noticed that my heart rate is getting faster and my breathing was getting really quick. And my temperature was really hot.



R.E.

This half term in R.E we have thinking about the key concept 'Belief'. Starting with our beliefs, then applying this understanding to what Christian people believe at Easter time and the Easter story. We thought about how what Christian believe effects what they do at Easter. We then thought about how what we believe affects our own behaviour and actions.

At Easter time Christian people eat hot cross buns because they have a cross and Jesus died on a cross.    

They believe that Jesus resurrected on Easter Sunday. 

Palm crosses represent when Jesus came to Jerusalem and people waved palm leaves. 

Flowers and chicks represent new life as Jesus came to life.     

The wine and bread reminds us that Jesus told his disciples that he would die and the bread is his body and the wine is his blood to give to all people. 



I strongly believe that cats can jump high because I have got a cat. 

I truly believe in dogs because I've seen a person walking one.   = me ✓

I do NOT believe that unicorns are real. 

I am not 100% sure that the weather will be raining tomorrow. 



Jesus rode to Jerusalem. All the people waved the palm leaves but was surprised that Jesus rode on a donkey because they thought Jesus would ride on a fancy horse. But some people didn't like Jesus.



Jesus had bread and wine with his disciples. And told his disciples he was going to die.



Jesus was arrested and taken to the skull to be killed.

Jesus and his disciples had the last supper. At the last supper Jesus told his disciples that he needed to die. Every body was a companion. Judas betrayed him.



Jesus was sentenced to death. He was beaten by the soldiers and forced to carry his cross.

Up to the skull and nailed to the cross. The clouds went black black. The curtains split. He was happy to die because he wanted to forgive our sins.



After he had died his body got put in a tomb a day ago put on him in the tomb.

Computing

This half term we learnt about how computers can be used to present information (data). We thought about how this is useful in real life. We collected our own data, transferred in onto tally charts, then created pictograms and bar charts using the computers. We asked and answered questions about our data.

Y2 Spring 2 Computing: Data and Information - Pictograms

I can collect data using a Tally chart, making sure I use only 1 tally per person/object.

Type of hat	Tally	Frequency
Top hat		4
Cap		4
Headband		4
Beanie		4
Headscarf		4
Visor		4
Skullcap		4
Bobber		4

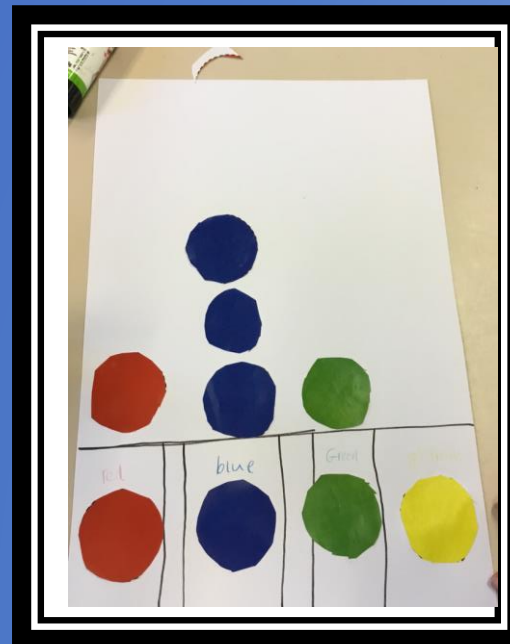
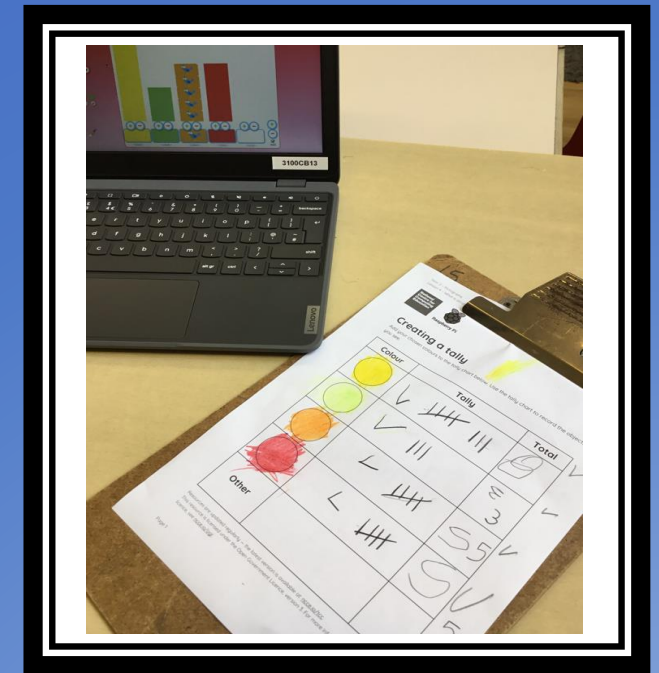
I can make a Pictogram using my own data or data which is given to me.

I can make a Block graph using my own data or data which is given to me.

I can use the Pictogram or Block graph to help me answer questions about the data.

Which has the least? Which two have equal amounts?
Which has the most? How many more...
How many... How many altogether?

I know what these words mean:		
data	attribute	total
Tally chart	Pictogram	Block graph



P.E.

Children have been using the apparatus on a Wednesday and have been working on their FMS using Real PE on a Friday. We've been working on counter balance and finding different ways to balance both on the floor and using the apparatus. During games sessions we've been learning cooperation and team games that can be played in the playground too.



P.E.

Some Year 2 girls and boys took part in a football festival and others took part in a Targets festival. They represented our school amazingly and learnt some great new skills.

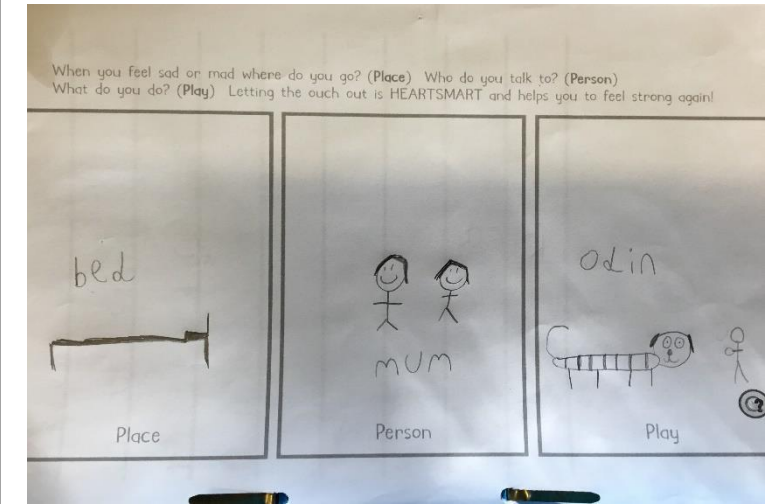
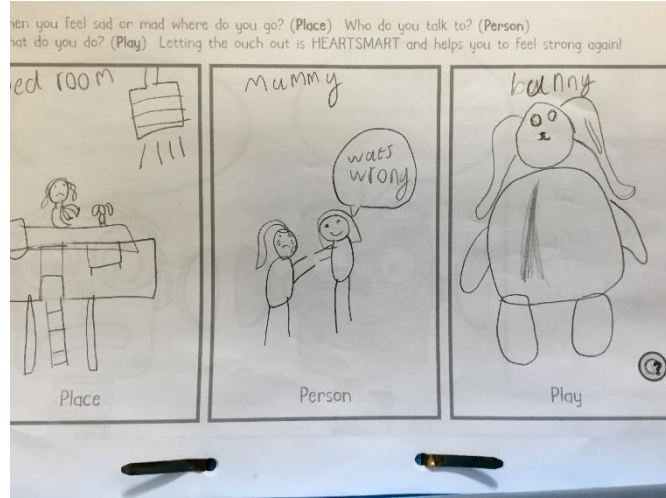


PSHE

Heart Smart Don't Hold on to What is Wrong!

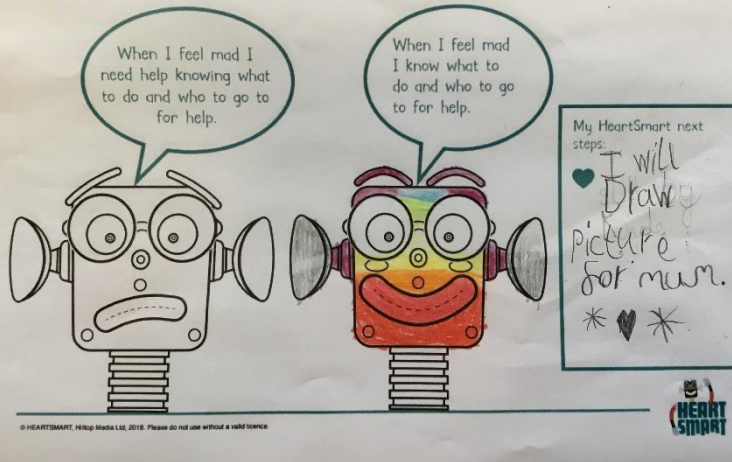
My Happy Mind!

With a little help from Boris the Robot we have been thinking about things that have happened that made us feel upset or angry. We thought about how these emotions are normal but that it's important to let go of things that have gone wrong. We thought about ways we could do this.



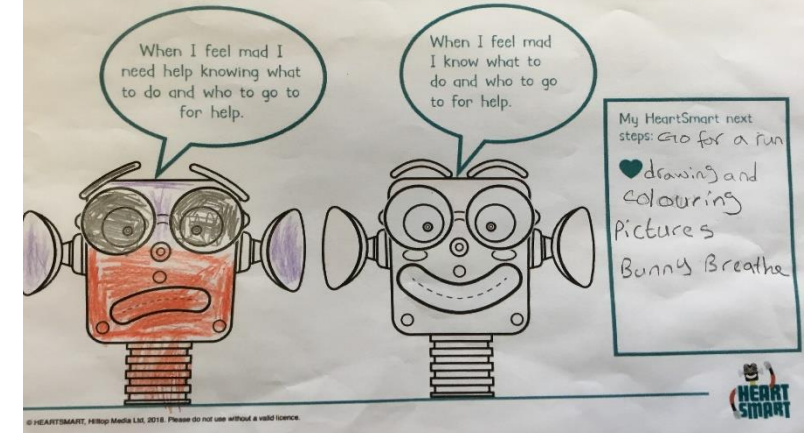
Don't Hold On to What's Wrong!

Color in the Boris face that shows how you feel about Don't Hold On to What's Wrong!



Don't Hold On to What's Wrong!

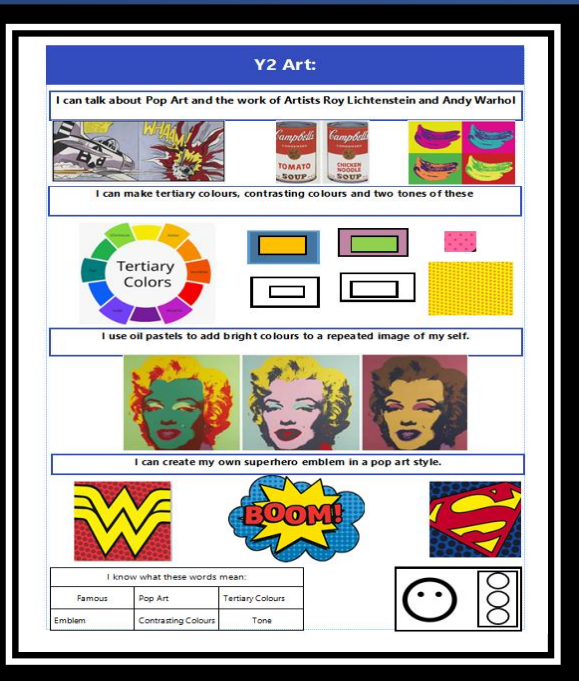
Color in the Boris face that shows how you feel about Don't Hold On to What's Wrong!



Art

Our Art this half term was linked to our Superhero theme. We studied the life and work of some famous Pop Artists like Andy Warhol and Roy Liechtenstein.

We experimented with contrasting and tertiary colours and produced our own piece of artwork in their style.



Music

We listened to pieces of music based on the moon landing. We thought about the different types of instruments we could hear and talked about how the composer has added texture to the music by adding different 'layers'. We used our voices to add texture to music. We interpreted the music with movement acting out what we imagined was happening. We then added texture to our own piece of music using a variety of different instruments as well as our voices. We also composed our own piece of moon music on the computer using Chrome Music Lab.

Year 2 Spring 2 - The Man on the Moon Music - Timbre and Texture

I can respond to and begin to recognise the different layers of sounds used in music.



I can identify and choose the way sounds are made and can be used.



I can use a music program such as Chrome music lab and / or percussion instruments to create a piece of space music.



I have a developing awareness of why and how to improve my piece of music.

I know what these words mean:		
structure	timbre	verse
notation	composer	chorus





Adding texture to a piece of music using our voices and instruments



Moving around the room like an astronaut!



Using Chrome Music Lab to create a piece of moon music.



Easter Hunting!

We had great fun hunting for pairs of Easter Eggs hidden in our school grounds. We had to find a pair of eggs that went together to make a compound word.

Eg.. sun + shine = sunshine

rain + bow = rainbow

Who'd have thought learning could be this much fun?



Did you find any words in there Arthur?

Our Easter Service and Mothering Sunday

Everyone in Year 2 learnt and recited the bible story about when Jesus arrived in Jerusalem on Palm Sunday. We also learnt and performed a wonderfully happy Easter song called Easter Jubilation.

We had a lovely afternoon in school with our mums and mother figures to celebrate Mothering Sunday.



Our Easter Service and Mothering Sunday

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World Book Day!

We had a lovely day in school on World Book Day! Some of our parents came in to school to share stories with us and we enjoyed a day of book themed activities in our classes.

As a school we simply loved how many families accepted the challenge of finding unusual places to read!



English

Writing

Our topic this half term is called "This is Our World!" The text drivers will be If I Were the World by Mark Sperring and our topic on Africa will be launched by sharing Mama Panya's Pancakes by Mary and Rich Chamberlin. The children will be learning to write a letter to inform and express their own opinions. The letter will be written in the first person and we will be supporting the children to think about the use of persuasive language by encouraging others to see something from their viewpoint. We will use the subordinating conjunctions to help us justify our opinions. Children will be encouraged to use taught SpAG strategies consistently in their writing. There will also be opportunities for children to edit their own work, correcting grammatical and spelling errors.

We will be revisiting SPaG strategies previously taught such as: word types, different types of sentences, contractions and suffixes. We will be introducing the suffix 'ment' and children will be learning to spell words with this suffix. The spelling of tricky words and words containing taught sounds will now be addressed during English lessons and morning work. Children will also be practising letter formation through regular handwriting practice.

Reading

The children will be continue to read books closely matched to their phonic reading ability with the aim of increasing fluency, confidence and a love of reading. We will be continuing to develop our comprehension skills so that we're able to talk about the books we read. This half term we will be practising some SATS style comprehension papers and will be taking some quite informal SATS tests to help inform teacher assessment and future planning.

Science

We will be identifying and naming a variety of common wild and garden plants, including deciduous and evergreen trees. We will be identifying plants in our school grounds by going for science walks and observing seasonal changes. We'll also be harvesting some of the plants we've grown.

Art

Our art will be linked to English and Geography. We will be learning about African Art, thinking about the lines and colours in African artwork. We will learn how African art has inspired other artists we've learnt about previously and creating our own African inspired prints.

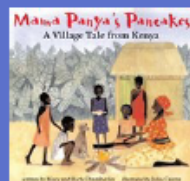
Music

Children will be learning music through a unit called Mini Beasts on the Move. This unit of work will support the children explore duration in music.



Year 2 Summer 1 This is Our World!

This half term our text drivers are:



Geography

We will be studying geographical similarities and differences, between the human and physical geography of Marchwood and a village in Africa.

We will practise early orienteering skills linked to PE.

Computing

We will be learning about programming. We will start by thinking about instructions and then moving on to thinking about programming small robots.

Maths

We will be working hard to recap and consolidate our 2, 10, 5 and 3 times table and we will be continuing to use our knowledge of number to solve problems involving all operations and practising the strategies we've learnt so far this year.

We will be continuing to consolidate knowledge of fractions ($\frac{1}{4}$, $\frac{2}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$) of lengths, shapes and numbers and comparing fractions, exploring equivalence.

Some of us will be solving more complex calculations and 2 step problems.

RE

We will be thinking about the concept of Creation through the Christian Creation story. Children will be exploring what the word creation means by creating an object of their own. We will be thinking about why Christian people believe and value this story.

The Christian story of creation will then be compared with the Hindu creation story. We'll be thinking about similarities and differences within these 2 stories. The children will be given the opportunity to express their own views, opinions and ask questions about these ideas. RE this half term will be linked to caring for our planet.

PSHE

We will be continuing with Heart Smart to teach PSHE. This term's unit of work is called "Fake is a Mistake". Robbie the Robot will be helping us with our learning. We'll also focussing on well-being through My Happy Mind.

PE

This half term the children will be practising how to use a bat and ball, sending and receiving effectively. We'll also be using our team work skills will learning some fun new team games.



Year 2 Summer 1 Home Learning 2026

'MUST DO' TASKS

Reading

We will continue to change our reading books weekly, after our reading practise sessions. Please listen to your child read their book which they should be able to do independently. If they can't read a word, read it to them and talk about the book with them when they have read it. Read as often as you can. **Just 5 minutes a day will make a HUGE difference!**

This half term maybe you could share some African stories with your child? Pop along to Hythe Library and sign up for a card if you don't have one already.

Maths

Practise counting in 2s, 5s and 3s with your child in every day...in the car, on the way to school, in the bath...make the most of any opportunity!

Grab a handful of 2ps, 5ps and 10s and see how much you have.

Practise counting backwards from any number in 1s and 10s Eg..88, 78, 68, 58, etc...

Discuss fractions such as half, quarter, three quarters and thirds with your child. Keep this practical and in a context like baking or model making. Continue to talk to your child about time, especially half past, quarter past and to.

SPaG

Check out the 'Ideas for Supporting Spelling' in the Year 2 page on the website.

There are lots of useful websites, ideas to help and the Year 1 and Year 2 tricky word lists.

Practise spelling these tricky words a couple at a time and then use them in full sentences.

Practise writing sentences using a contractions (2 words that are shortened to 1 using an apostrophe eg..can't, isn't, didn't and the suffixes ...

'er/est/ful/less/ment/ing/ed.

'CAN DO' CHALLENGES

Challenge 1

African Creations

Experiment with African inspired art

Check out the link below and learn about African art.

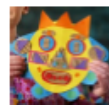
What will you decorate?

Maybe you could make your own African inspired mask, plant pot, plate, table mat, musical instrument or greetings card.?

We can't wait to see and share what you create.

<https://www.bbc.co.uk/bitesize/articles/zgyvymn>

<https://www.bbc.co.uk/programmes/p0113xwb>



Challenge 2

This Half Term's Maths Challenge

Wildlife in your garden!

Spend 10 minutes in your garden each day and make a tally chart of the different minibeasts, birds or other wildlife you see.

If you don't have a garden then maybe you could pop to the park a couple of times a week.

After you've collected a good amount of data, make a bar chart or different graph displaying the data from your tally chart.

Which was the most/least common wildlife creature you saw?

Think of more questions you could ask about your data.

Challenge 3

Science

How will you make a difference for our world?

We'll be sharing this story with your child in school. Please talk to them about small changes that you can make at home that could help our world. Maybe you could reuse or recycle a little more, sew some wild flower seeds, make a home for wildlife? Let us know in school what you've decided to do! If you're stuck for ideas, watch this short clip!

https://www.youtube.com/watch?v=X2YgM1Zw4_E

