


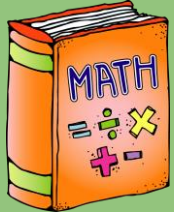







## Year 2 Half-Termly Overview - Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Reading</b> 	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency	<b>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency
<b>English- Writing</b> 	<b>Text:</b> Love Is...  <b>Key focus:</b> Creating a poem.	<b>Text:</b> Tom Crean's Rabbit  <b>Key focus:</b> Generating emotive language and sequencing a text.	<b>Text:</b> Tom Crean's Rabbit  <b>Key focus:</b> Features of a diary entry.	<b>Text:</b> Tom Crean's Rabbit  <b>Key focus:</b> Writing a diary entry.	<b>Text:</b> Darwin's Super-Pooping Worm Spectacular  <b>Key focus:</b> Instructional writing.	<b>Text:</b> Darwin's Super-Pooping Worm Spectacular  <b>Key focus:</b> Instructional writing.
<b>English- GPS</b> 	<b>Grammar:</b> Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns.  <b>Spelling rule:</b> oa, ew, ire	<b>Grammar:</b> Use adverbs to express time and manner including fronted adverbials.  <b>Spelling rule:</b> ear, ea, oi	<b>Grammar:</b> Use a comma after fronted adverbials.  <b>Spelling rule:</b> a-e, i-e, ur	<b>Grammar:</b> Use a range of conjunctions to extend sentences.  <b>Spelling rule:</b> o-e, u-e, e-e	<b>Grammar:</b> Use conjunctions and adverbs to express time, place and cause, including fronted adverbials.  <b>Spelling rule:</b> aw, ai, er	<b>Grammar:</b> Use conjunctions and adverbs to express time, place and cause, including fronted adverbials.  <b>Spelling rule:</b> Adding -er and -est to adjectives.





## Year 2 Half-Termly Overview - Autumn 1

<b>Mathematics</b> 	<p><b>Maths unit:</b> Numbers within 100.</p> <p><b>Key Learning:</b> Recognising the place value, partitioning and representing 2-digit numbers.</p>	<p><b>Maths unit:</b> Numbers within 100.</p> <p><b>Key Learning:</b> Comparing and ordering numbers to 100.</p>	<p><b>Maths unit:</b> Addition and subtraction of 2 digit numbers.</p> <p><b>Key Learning:</b> Addition and subtraction of 2-digit numbers including number bonds to 20.</p>	<p><b>Maths unit:</b> Addition and subtraction of 2 digit numbers.</p> <p><b>Key Learning:</b> Addition and subtraction of 2-digit numbers and addition of 3 1-digit numbers.</p>	<p><b>Maths unit:</b> Addition and subtraction word problems.</p> <p><b>Key Learning:</b> Create and represent information using a bar model.</p>	<p><b>Maths unit:</b> Addition and subtraction word problems.</p> <p><b>Key Learning:</b> Use a bar model to solve problems.</p>
<b>Science</b> 	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Find out about and describe the basic needs of animals, including humans, for survival.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Notice that animals, including humans have offspring which grow into adults.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Gather and record data.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Describe the importance for humans to exercise.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Describe the importance for humans to eat the right amounts of different types of food.</p>	<p><b>Science unit:</b> Animals Including Humans</p> <p><b>Key Learning:</b> Describe the importance for humans to have good hygiene.</p>
<b>Computing</b> 	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> To be able to safely access a computer.</p>	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> Plan a sequence of movements, and revisit ideas about programming and algorithms.</p>	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> Learn the ScratchJr interface and program sprite movement.</p>	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> Understand output in ScratchJr and introduce pupils to working with multiple sprites in ScratchJr.</p>	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> Understand input in ScratchJr and how sprites can pass messages to each other.</p>	<p><b>Computing unit:</b> We are astronauts.</p> <p><b>Key Learning:</b> Use repetition in ScratchJr.</p>

## Year 2 Half-Termly Overview - Autumn 1

<b>History</b>  	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> How we find out about the past.	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> To be able to find out about why we explore.	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> Famous explorers from the past.	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> Famous explorations from the past.	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> Comparing different explorations from the past.	<b>History unit:</b> Famous Explorers  <b>Key Learning:</b> Comparing past and modern explorations.
<b>Art</b>  	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Mark making using charcoal.  <b>Outcome:</b> Landscape illustrations	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Mark making using different textures.  <b>Outcome:</b> Landscape illustrations	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Developing observational drawing.  <b>Outcome:</b> Landscape illustrations	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Developing observational drawing.  <b>Outcome:</b> Landscape illustrations	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Develop illustrations of a landscape.  <b>Outcome:</b> Landscape illustrations	<b>Art Focus:</b> Drawing  <b>Key Learning:</b> Develop illustrations of a landscape.  <b>Outcome:</b> Landscape illustrations
<b>DT</b>  	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To design an explorers pouch  <b>Outcome:</b> Explorer's pouch	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To be able to thread a needle and make a running stitch.  <b>Outcome:</b> Explorer's pouch	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To select and cut fabrics for sewing using a template.  <b>Outcome:</b> Explorer's pouch	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To make the pouch based on chosen design.  <b>Outcome:</b> Explorer's pouch	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To decorate the pouch.  <b>Outcome:</b> Explorer's pouch	<b>DT Unit:</b> Textiles, Pouches  <b>Key Learning:</b> To evaluate the quality of the product and stitching.  <b>Outcome:</b> Explorer's pouch

## Year 2 Half-Termly Overview - Autumn 1

<b>RE</b> 	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Who are Christians and what do they believe?</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> What do Christians believe about God?</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> What does the bible teach us about God?</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Why is Jesus important to Christians?</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> What do the miracles of Jesus teach us about what is important to Christians?</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Why do Christians pray?</p>
<b>PSHE/RSE</b> 	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key Learning:</b> Feelings / Self Regulation</p>	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key Learning:</b> Feelings / Self Regulation</p>	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key learning:</b> Being a good friend.</p>	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key Learning:</b> Bullying and teasing</p>	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key Learning:</b> Our school rules about bullying.</p>	<p><b>PSHE Unit:</b> Me and my relationships</p> <p><b>Key Learning:</b> Bullying or teasing.</p>
<b>PE</b> 	<p><b>PE Unit:</b> Locomotion (Athletics)</p> <p><b>Key Learning:</b> Evasion and dodging</p>	<p><b>PE Unit:</b> Locomotion (Athletics)</p> <p><b>Key Learning:</b> Evasion and dodging</p>	<p><b>PE Unit:</b> Locomotion (Athletics)</p> <p><b>Key Learning:</b> Evasion and dodging</p>	<p><b>PE Unit:</b> Dance (Explorers)</p> <p><b>Key Learning:</b> Developing linking.</p>	<p><b>PE Unit:</b> Dance (Explorers)</p> <p><b>Key Learning:</b> Linking on apparatus.</p>	<p><b>PE Unit:</b> Dance (Explorers)</p> <p><b>Key Learning:</b> Jump, roll, balance sequences.</p>
<b>Music</b> 	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Listen and appraise</p>	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Learning the song</p>	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Improvise with the song</p>	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Compose with the song</p>	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Compose with the song</p>	<p><b>Music Unit:</b> Hands, feet, heart</p> <p><b>Key Learning:</b> Perform the song</p>