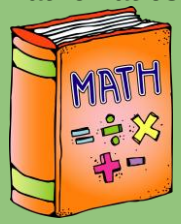
Year 2 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- Reading 	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension	**Text:** To engage with various texts in phonics groups/whole class reading groups **Reading Skill:** Decoding, fluency and comprehension
English- Writing 	**Text:** Poles Apart **Key focus:** To write sentences using subordinating conjunctions.	**Text:** Poles Apart **Key focus:** To write a character description.	**Text:** Poles Apart **Key focus:** To write an alternative ending to a story.	**Text:** The Emperor's Egg **Key focus:** To identify information layout features including subheadings and fact boxes.	**Text:** The Emperor's Egg **Key focus:** To use present tense and third-person pronouns consistently.	**Text:** The Emperor's Egg **Key focus:** To write a non-chronological report all about emperor penguins	**Text:** The Emperor's Egg **Key focus**: To write a non-chronological report all about emperor penguins
English- GPS 	**Grammar:** To write sentences that include a noun, a verb and an adjective. **Spelling rule:** Adding suffixes -s and -es	**Grammar:** To write sentences that include a noun, a verb and an adjective. **Spelling rule:** Adding suffix -ed	**Grammar:** To select and use high-quality vocabulary to enhance writing. **Spelling rule:** Adding suffix -ed	**Grammar:** To write questions that start with a question word (e.g., Who, What, Why). **Spelling rule:** Adding suffix -ing	**Grammar:** To write questions that start with a question word (e.g., Who, What, Why). **Spelling rule:** Adding prefix un-	**Grammar:** To use verbs and adverbs correctly. **Spelling rule:** Adding prefix re-	**Grammar:** To use verbs and adverbs correctly. **Spelling rule:** Adding suffix -ly

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Mathematics 	**Maths unit:** Addition and subtraction word problems. **Key Learning:** To create and represent information using a bar model.	**Maths unit:** Measuring Length **Key Learning:** To compare length To measure length Standard and non-standard units of measure.	**Maths unit:** Measuring Length **Key Learning:** To estimate lengths To draw lines To investigate length	**Maths unit:** Graphs **Key Learning:** To draw and understand pictograms To understand and create block diagrams To understand and create tally charts To interpret data.	**Maths unit:** Multiplication and Division **Key Learning:** To use Arrays To use commutativity of arrays To share and group.	**Maths unit:** Multiplication and Division **Key Learning:** Division Multiplicative structures To connect multiplication and division. 2 times tables.	**Maths unit:** Multiplication and Division **Key Learning:** To multiply and divide by 2 To multiply and divide by 5 To multiply and divide by 10
Science 	**Science unit:** Living things and their habitats **Key learning:** To explore habitats and microhabitats around our school.	**Science unit:** Living things and their habitats **Key learning:** To explore whether plants need particular habitats.	**Science unit:** Living things and their habitats **Key learning:** To explore whether plants need particular habitats.	**Science unit:** Living things and their habitats **Key learning:** To use secondary sources to learn how habitats provide for the basic needs of animals and plants.	**Science unit:** Living things and their habitats **Key learning:** To understand how animals obtain food.	**Science unit:** Living things and their habitats **Key learning:** To consolidate learning around things that are living, no longer living or never been alive.	**Science unit:** Living things and their habitats **Key learning:** To consolidate learning from across this unit.
Computing	**Online safety** **Key learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**	**Computing unit:** Algorithms and Debugging **Key Learning:**

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	To decide which information is safe to share online.	To decompose a game to predict the algorithms that are used.	To understand that computers can use algorithms to make predictions (machine learning).	To plan algorithms that will solve problems.	To understand what abstraction is.	To understand what debugging is.	To practise keeping information safe and private online.
Geography 	**Geography unit:** Poles Apart **Key Learning:** **To** use an atlas to identify and locate the continents and oceans of the world.	**Geography unit:** Poles Apart **Key Learning:** To locate the Equator and explain how it affects climates across the world.	**Geography unit:** Poles Apart **Key Learning:** To locate the North Pole and South Pole and explain how they affect climates across the world.	**Geography unit:** Poles Apart **Key Learning:** To identify some human and physical features of the Arctic.	**Geography unit:** Poles Apart **Key Learning:** To identify some human and physical features of the Antarctic.	**Geography unit:** Poles Apart **Key Learning:** To compare the weather of the United Kingdom with the North and South Poles.	**Geography unit:** Poles Apart **Key learning:** To consolidate and review past learning.
Art 	**Art Focus:** Painting and mixed media **Key Learning:** To develop knowledge of colour mixing. **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To know how texture can be created with paint. **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To use paint to explore texture and pattern. **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To use paint to explore texture and pattern. **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To compose a collage, choosing and arranging materials for effect. **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To develop and add detail to a collage using paint, drawing, and mixed media **Outcome:** Landscape collage	**Art Focus:** Painting and mixed media **Key Learning:** To evaluate and improve artwork. **Outcome:** Landscape collage
DT	**DT Unit:** Mechanism - Levers **Key Learning:** To describe how seesaws are a simple lever. To build and test a simple lever.						

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	To describe scissors as a mechanism with two levers. To make mechanisms with two levers. To design levers for everyday use.						
RE 	**Key Question:** What is precious to us? What is precious to Jewish people? **Key Learning:** To know what is special to me and objects that are special to Jewish people.	**Key Question:** What does a mezuzah remind Jewish people about? **Key Learning:** To know what a Mezuzah is and how it is used by Jewish people.	**Key Question:** How and why do Jewish people celebrate Shabbat? **Key Learning:** To know what Shabbat is and why it is important to Jewish people.	**Key Question:** What is the Torah and why is it important to Jewish people? **Key Learning:** To know that stories from the Torah are important to Jewish people.	**Key Question:** What does the story of Chanukah make Jewish people think about? **Key Learning:** To know the story of Chanukah and why this is important to Jewish people.	**Key Question:** How is Chanukah celebrated by Jewish people? **Key Learning:** To know how Chanukah is celebrated by Jewish people.	**Key Question:** Who is Jewish and what do they believe? **Key Learning:** To consolidate learning from across the unit.
PSHE/RSE 	**PSHE Unit:** Valuing difference **Key Learning:** To identify ways to be kind to friends.	**PSHE Unit:** Valuing difference **Key Learning:** To identify some of the physical and non-physical differences and similarities between people.	**PSHE Unit:** Valuing difference **Key Learning:** To identify people who are special to them and explain some of the ways those people are special to them.	**PSHE Unit:** Valuing difference **Key learning:** To recognise and explain how a person's behaviour can affect other people.	**PSHE Unit:** Valuing difference **Key Learning:** To name and suggest strategies to someone who feels left out.	**PSHE Unit:** Valuing difference **Key Learning:** To recognise and describe acts of kindness and unkindness and how it makes people feel.	**PSHE Unit:** Valuing difference **Key Learning:** To demonstrate and apply active listening skills to help solve problems.

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PE 	**PE Unit:** Ball Skills: Hands **Key Learning:** To develop bouncing (dribbling).	**PE Unit:** Ball Skills: Hands **Key Learning:** To explore and develop different ways of sending a ball (passing) using our hands.	**PE Unit:** Ball Skills: Hands **Key Learning:** To develop different ways of sending a ball using our hands.	**PE Unit:** Ball Skills: Hands **Key Learning:** To explore different ways of stopping a ball with our hands.	**PE Unit:** Ball Skills: Hands **Key Learning:** To develop different ways of stopping a ball with our hands, preventing others from passing the ball.	**PE Unit:** Ball Skills: Hands **Key Learning:** To use prior knowledge to combine sending and receiving skills to keep possession of the ball.	**PE Unit:** Ball Skills: Hands **Key Learning:** To use prior knowledge to combine sending and receiving skills to keep possession of the ball.
	PE Unit: Gymnastics **Key Learning:** To apply 'champion gymnastics' to explore different movements that pupils can link together.	**PE Unit:** Gymnastics **Key Learning:** To apply 'champion gymnastics' to develop the different movements that can be linked together on apparatus.	**PE Unit:** Gymnastics **Key Learning:** To apply 'champion gymnastics' to explore different ways to perform the sequence. Jump, Roll, Balance.	**PE Unit:** Gymnastics **Key Learning:** To apply 'champion gymnastics' to develop the different ways to perform a sequence on apparatus, jump, roll and balance.	**PE Unit:** Gymnastics **Key Learning:** To apply 'champion gymnastics' to create sequences.	**PE Unit:** Gymnastics **Key Learning:** To perform completed sequences.	**PE Unit:** Gymnastics **Key Learning:** To perform completed sequences.
Music	**Music Unit:** Let's Keep Singing **Key Learning:** To develop	**Music Unit:** Let's Keep Singing **Key Learning:** To connect singing	**Music Unit:** Let's Keep Singing **Key Learning:** To begin to	**Music Unit:** Let's Keep Singing **Key Learning:** To maintain	**Music Unit:** Let's Keep Singing **Key Learning:** To consolidate	**Music Unit:** Let's Keep Singing **Key Learning:** To sing confidently	**Music Unit:** Let's Keep Singing **Key Learning:** To reflect on their

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	foundational singing skills through warm-ups, rhythm and pitch exercises, and correct posture, breathing, and phrasing.	with movement and storytelling, perform collaboratively, and reflect on their progress.	connect music with movement, articulate words clearly, and internalise rhythm and melody.	rhythm and melody while singing, incorporate expressive movements, and demonstrate awareness of dynamics, tempo, and character.	musical skills, singing with accuracy, expression, and control, while refining choreography, staging, and performance techniques.	and expressively, maintaining pitch, rhythm, dynamics, and a clear narrative.	progress, use self-assessment from recorded rehearsals, and take pride in their achievements.