


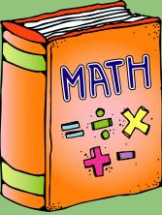







## Year 2 Half-Termly Overview - Autumn 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<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>Text:</b> Specific to phonics group/ whole class reading group  <b>Reading Skill:</b> Decoding and fluency
<b>English- Writing</b> 	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing short sentences.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a character description.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Rewriting an ending.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a non-chronological report.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a non-chronological report.	<b>Text:</b> Ice! Poems About Polar Life  <b>Key focus:</b> Writing a short poem.	<b>Text:</b> Ice! Poems About Polar Life  <b>Key focus:</b> Writing a short poem.
<b>English- GPS</b> 	<b>Grammar:</b> What makes a good sentence.  <b>Spelling rule:</b> Adding 's' and 'es'	<b>Grammar:</b> What makes a good sentence.  <b>Spelling rule:</b> 'or' sound before l and ll	<b>Grammar:</b> What makes a good sentence.  <b>Spelling rule:</b> Soft 'c'	<b>Grammar:</b> Questions.  <b>Spelling rule:</b> Adding suffix 'y'	<b>Grammar:</b> Verbs / Adverb introduction.  <b>Spelling rule:</b> Adding suffix 'y' (word ends in -e)	<b>Grammar:</b> Prepositions to express time and place.  <b>Spelling rule:</b> Adding suffix -ly	<b>Grammar:</b> Prepositions to express time and place.  <b>Spelling rule:</b> Adding suffix -ly
<b>Mathematics</b>	<b>Maths unit:</b> Measuring Length	<b>Maths unit:</b> Measuring Length	<b>Maths unit:</b> Graphs	<b>Maths unit:</b> Multiplication and Division	<b>Maths unit:</b> Multiplication and Division	<b>Maths unit:</b> Multiplication and Division	<b>Maths unit:</b> Multiplication and Division




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	<p><b>Key Learning:</b> Comparing length Measuring length</p> <p>Standard and non-standard units of measure.</p>	<p><b>Key Learning:</b> Estimate lengths Draw lines</p> <p>Investigate length</p>	<p><b>Key Learning:</b> Pictograms Block diagrams</p> <p>Tally charts</p> <p>Interpret data.</p>	<p><b>Key Learning:</b> Arrays Commutativity of arrays</p> <p>Sharing</p> <p>Grouping.</p>	<p><b>Key Learning:</b> Division Multiplicative structures</p> <p>Connect multiplication and division.</p> <p>2 times tables.</p>	<p><b>Key Learning:</b> Multiply and divide by 2</p> <p>Multiply and divide by 5</p> <p>Multiply and divide by 10.</p>	<p><b>Key Learning:</b> Multiply and divide by 2</p> <p>Multiply and divide by 5</p> <p>Multiply and divide by 10</p>
<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Identify a variety of everyday materials</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Distinguish between an object and the material it is made from.</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Investigate the properties of different materials.</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Investigate which material will protect an object.</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Investigate the properties of different materials.</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Research using secondary sources.</p>	<p><b>Science unit:</b> Uses of everyday materials.</p> <p><b>Key Learning:</b> Research using secondary sources.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Work out the rules (algorithms) for a simple arithmetic game.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Work out the rules (algorithms) for a simple chase game.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Work out the rules (algorithms) for a two-player sports game.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Investigate the rules (algorithms) for a simple shooting game.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Practise my programming skills using a game.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Work out winning strategies for the game of Nim.</p>	<p><b>Computing unit:</b> We are Game Testers.</p> <p><b>Key Learning:</b> Work out winning strategies for the game of Nim.</p>

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<p style="text-align: center;"><b>Geography</b></p> 	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Identify and locate the continents and oceans of the world.</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Locate the Equator, North Pole and South Pole and explain how they affect climates across the world.</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Name and locate the four countries of the UK and their capital cities and the seas which surround the UK.</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Identify my local area on a map of the UK and describe some human and physical features of my local area.</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Identify some human and physical features of the Arctic and Antarctic.:</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key Learning:</b> Identify some human and physical features of the Arctic and Antarctica.</p>	<p><b>Geography unit:</b> Poles apart</p> <p><b>Key learning:</b> Compare the weather of the United Kingdom with the North and South Poles.</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> Develop knowledge of colour mixing.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To know how texture can be created with paint.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To use paint to explore texture and pattern.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To use paint to explore texture and pattern.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To compose a collage, choosing and arranging materials for effect.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To compose a collage, choosing and arranging materials for effect.</p> <p><b>Outcome:</b> Landscape collage</p>	<p><b>Art Focus:</b> Painting and mixed media</p> <p><b>Key Learning:</b> To evaluate and improve artwork.</p> <p><b>Outcome:</b> Landscape collage</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Mechanism - Moving monsters</p> <p><b>Key Learning:</b> Explore existing objects and understand how they move. Evaluate objects and how they move. Explore different design options Make a moving monster.</p> <p><b>Outcome:</b> Mechanical paper moving monster.</p>						

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<b>RE</b> 	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Christian holy stories.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>	<p><b>Key Question:</b> What can we learn from sacred books?</p> <p><b>Key Learning:</b> Stories from the holy texts.</p>
<b>PSHE/RSE</b> 	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Identify ways to be kind to friends.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Identify some of the physical and non-physical differences and similarities between people.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Identify people who are special to them and explain some of the ways those people are special to them.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key learning:</b> Recognise and explain how a person's behaviour can affect other people.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Explain how it feels to be part of a group; Explain how it feels to be left out from a group and suggest strategies for helping someone who is feeling left out.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Recognise and describe acts of kindness and unkindness and how it makes people feel.</p>	<p><b>PSHE Unit:</b> Valuing difference</p> <p><b>Key Learning:</b> Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.</p>
<b>PE</b> 	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Develop dribbling in order to keep control and possession of the</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Develop passing and receiving in order to keep possession of the</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Combine dribbling, passing and receiving in order to keep</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Develop dribbling in order to keep possession and score a point.</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Develop passing and receiving in order to keep possession and</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Combine dribbling, passing and receiving in order to keep possession and score</p>	<p><b>PE Unit:</b> Keeping possession</p> <p><b>Key Learning:</b> Combine dribbling, passing and receiving in order to keep possession and score</p>

