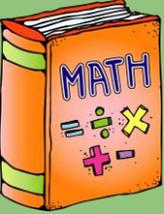


## Year 2 Half-Termly Overview - Autumn 2

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, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension	<b>Text:</b> Specific to phonics group/whole class reading group  <b>Reading Skill:</b> Decoding, fluency and comprehension
<b>English- Writing</b> 	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing short sentences using subordinating conjunctions.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a character description.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing an alternative ending to a story.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a non-chronological report about Shackleton's journey.	<b>Text:</b> Poles Apart  <b>Key focus:</b> Writing a non-chronological report about Shackleton's journey.	<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/adverbs  <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>Key Learning:</b> Comparing length	<b>Maths unit:</b> Measuring Length  <b>Key Learning:</b> Estimate lengths	<b>Maths unit:</b> Graphs  <b>Key Learning:</b> Pictograms	<b>Maths unit:</b> Multiplication and Division  <b>Key Learning:</b>			

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	<p>Measuring length</p> <p>Standard and non-standard units of measure.</p>	<p>Draw lines</p> <p>Investigate length</p>	<p>Block diagrams</p> <p>Tally charts</p> <p>Interpret data.</p>	<p>Arrays</p> <p>Commutativity of arrays</p> <p>Sharing</p> <p>Grouping.</p>	<p>Division</p> <p>Multiplicative structures</p> <p>Connect multiplication and division.</p> <p>2 times tables.</p>	<p>Multiply and divide by 2</p> <p>Multiply and divide by 5</p> <p>Multiply and divide by 10.</p>	<p>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> Animals including humans</p> <p><b>Key Learning:</b> Understand the importance of exercise for staying healthy.</p>	<p><b>Science unit:</b> Animals including humans</p> <p><b>Key Learning:</b> Investigate human growth through pattern seeking.</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 style="text-align: center;"><b>Computing</b></p> 	<p><b>Online safety</b></p> <p><b>Key learning:</b> I can decide which information is safe to share online.</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Decompose a game to predict the algorithms that are used.</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Understand that computers can use algorithms to make predictions (machine learning).</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Plan algorithms that will solve problems.</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Understand what abstraction is.</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Understand what debugging is.</p>	<p><b>Computing unit:</b> Algorithms and Debugging</p> <p><b>Key Learning:</b> Practise keeping information safe and private online.</p>
<p style="text-align: center;"><b>Geography</b></p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>	<p><b>Geography unit:</b> Poles Apart</p>

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	<p><b>Key Learning:</b> I can use an atlas to identify and locate the continents and oceans of the world.</p>	<p><b>Key Learning:</b> I can locate the Equator and explain how it affects climates across the world.</p>	<p><b>Key Learning:</b> I can locate the North Pole and South Pole and explain how they affect climates across the world.</p>	<p><b>Key Learning:</b> I can identify some human and physical features of the Arctic.</p>	<p><b>Key Learning:</b> I can identify some human and physical features of the Antarctic.</p>	<p><b>Key Learning:</b> I can compare the weather of the United Kingdom with the North and South Poles.</p>	<p><b>Key learning:</b> Consolidation and review.</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 develop and add detail to a collage using paint, drawing, and mixed media</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>						
<p style="text-align: center;"><b>RE</b></p>	<p><b>Key Question:</b> What have we learned about sacred texts?</p>	<p><b>Key Question:</b> How do we spread good news?</p> <p><b>Key Learning:</b></p>	<p><b>Key Question:</b> How do we spread good news?</p> <p><b>Key Learning:</b></p>	<p><b>Key Question:</b> What is the good news of Christmas today?</p>	<p><b>Key Question:</b> What is the good news of Christmas today?</p>	<p><b>Key Question:</b> How did the shepherds/Magi react to the good news in the</p>	<p><b>Key Question:</b> How did the shepherds/Magi react to the good news in the</p>

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	<p><b>Key Learning:</b> Sacred texts.</p>	<p>Christian holy stories.</p>	<p>Christian holy stories.</p>	<p><b>Key Learning:</b> Christian holy stories.</p>	<p><b>Key Learning:</b> Christian holy stories.</p>	<p>Christmas story?  <b>Key Learning:</b> Christian holy stories.</p>	<p>Christmas story?  <b>Key Learning:</b> Christian holy stories.</p>
<p><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Valuing difference  <b>Key Learning:</b> Identify ways to be kind to friends.</p>	<p><b>PSHE Unit:</b> Valuing difference  <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  <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  <b>Key learning:</b> Recognise and explain how a person's behaviour can affect other people.</p>	<p><b>PSHE Unit:</b> Valuing difference  <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  <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  <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>

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<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is to develop bouncing (dribbling). Pupils will understand why we need to keep the ball away from the defender.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is to explore and develop different ways of sending a ball (passing) using our hands.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is to develop different ways of sending a ball using our hands.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is to explore different ways of stopping a ball with our hands.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is to develop different ways of stopping a ball with our hands, preventing pupils from passing the ball.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>	<p><b>PE Unit:</b> Ball Skills: Hands</p> <p><b>Key Learning:</b> The focus of learning is for pupils to use their prior knowledge to combine their sending and receiving skills to keep possession of the ball.</p>
	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'champion gymnastics' to explore different movements that pupils can link together.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'champion gymnastics' to develop the different movements that pupils can link together on apparatus.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'champion gymnastics' to explore different ways pupils can perform the sequence. Jump, Roll, Balance.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is to apply 'champion gymnastics' to develop the different ways pupils can perform a sequence on apparatus, jump, roll and balance.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to apply 'champion gymnastics' to create their own sequences.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to perform their completed sequences.</p>	<p><b>PE Unit:</b> Gymnastics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to perform their completed sequences.</p>
<p style="text-align: center;"><b>Music</b></p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To develop</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To connect singing</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To begin to</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To maintain</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To consolidate</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To sing confidently</p>	<p><b>Music Unit:</b> Let's Keep Singing</p> <p><b>Key Learning:</b> To reflect on their</p>



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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.
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