


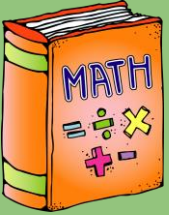








Year 2 Half-Termly Overview - Autumn 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English-Reading 	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency	Text: Specific to phonics group/ whole class reading group Reading Skill: Decoding and fluency
English-Writing 	Text: Incredible you ... Key focus: Creating a poem.	Text: Tom Crean's Rabbit Key focus: Generating emotive language and sequencing a text.	Text: Tom Crean's Rabbit Key focus: Features of a diary entry.	Text: Tom Crean's Rabbit Key focus: Writing a diary entry.	Text: Darwin's Super-Pooping Worm Spectacular - P. Owen Key focus: Instructional writing.	Text: Darwin's Super-Pooping Worm Spectacular - P. Owen Key focus: Instructional writing.	Text: Darwin's Super-Pooping Worm Spectacular - P. Owen Key focus: Instructional writing.
English- GPS 	Grammar: Use expanded noun phrases more consistently, incorporating modifying adjectives and nouns. Spelling rule: oa, ew, ire	Grammar: Use adverbs to express time and manner including fronted adverbials. Spelling rule: ear, ea, oi	Grammar: Use a comma after fronted adverbials. Spelling rule: a-e, i-e, ur	Grammar: Use a range of conjunctions to extend sentences. Spelling rule: o-e, u-e, e-e	Grammar: Use conjunctions and adverbs to express time, place and cause, including fronted adverbials. Spelling rule: aw, ai, er	Grammar: Use conjunctions and adverbs to express time, place and cause, including fronted adverbials. Spelling rule: Adding -er and -est to adjectives.	Grammar: Use conjunctions and adverbs to express time, place and cause, including fronted adverbials. Spelling rule: Adding -est to adjectives



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

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<p>History</p> 	<p>History unit: Famous Explorers</p> <p>Key Learning: How we find out about the past.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: To be able to find out about why we explore.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: Famous explorers from the past.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: Famous explorations from the past.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: Comparing different explorations from the past.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: Comparing past and modern explorations.</p>	<p>History unit: Famous Explorers</p> <p>Key Learning: Comparing past and modern explorations. Comparing where we have explored.</p>
<p>Art</p> 	<p>Art Focus: Drawing</p> <p>Key Learning: Mark making using charcoal.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Mark making using different textures.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Developing observational drawing.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Developing observational drawing.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Develop illustrations of a landscape.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Develop illustrations of a landscape.</p>	<p>Art Focus: Drawing</p> <p>Key Learning: Develop illustrations of a landscape.</p>
<p>DT</p> 	<p>DT Unit: Textiles, Pouches</p> <p>Key Learning: To design an explorer's pouch To be able to thread a needle and make a running stitch. To select and cut fabrics for sewing using a template. To make the pouch based on chosen design. To decorate the pouch.</p> <p>Outcome: Explorer's pouch</p>						
<p>RE</p> 	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: Who are Christians and what do they believe?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: What do Christians believe about God?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: What does the bible teach us about God?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: Why is Jesus important to Christians?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: What do the miracles of Jesus teach us about what is important to Christians?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: Why do Christians pray?</p>	<p>Key Question: What can we learn from sacred books?</p> <p>Key Learning: Why do Christians pray?</p>

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<p>PSHE/RSE</p> 	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Feelings / Self-Regulation</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Feelings / Self-Regulation</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key learning: Being a good friend.</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Bullying and teasing</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Our school rules about bullying.</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Bullying or teasing.</p>	<p>PSHE Unit: Me and my relationships</p> <p>Key Learning: Bullying or teasing.</p>
<p>PE</p> 	<p>PE Unit: Orienteering</p> <p>Key Learning: To interpret a simple map & transfer their understanding to real-world concrete materials.</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is to develop dribbling using our feet in order to keep control and possession of the ball.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To know the 4 cardinal directions and use these to complete challenges</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is to develop passing and receiving using our feet in order to keep possession of the ball.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: Take part in outdoor & adventurous activity individually</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is to combine dribbling, passing and shooting.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: . Take part in outdoor & adventurous activities within a team.</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is to develop dribbling using our feet in order to keep possession and score a point.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To use a simple map/diagram to navigate to controls within a small area.</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is to combine dribbling, passing and receiving using our feet, in order to keep possession and score a point.</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To use known features on the orienteering map to navigate from the start to controls.</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point</p>	<p>PE Unit: Orienteering</p> <p>Key Learning: To use known features on the orienteering map to navigate from the start to controls.</p> <p>PE Unit: Ball Skills Feet</p> <p>The focus of learning is for pupils to apply their knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point</p>



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 <p>Music</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Listen and appraise</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Learning the song</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Improvise with the song</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Compose with the song</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Compose with the song</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Perform the song</p>	<p>Music Unit: Hands, feet, heart</p> <p>Key Learning: Perform the song</p>
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