



Year 2 Termly Overview



Autumn term 2021

Subject	Autumn 1 Street Detectives	Autumn 2 Bounce
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English reading

Class text: Hotel Flamingo by Alex Milway

Word reading

- Secure phonic decoding until reading is fluent.
- Read accurately by blending, including alternative sounds for graphemes.
- Read multisyllable words containing these graphemes.
- Read common suffixes.
- Read exception words, noting unusual correspondences.
- Read most words quickly & accurately without overt sounding and blending.

Word meaning

- Discuss and clarify the meanings of words read.
- Make links between newly understood meanings to known vocabulary.

Range of reading

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

Familiarity with texts

- Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
- Recognise simple recurring literary language in stories and poetry.

Discussing reading

- Participate in discussions about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Class text: Planet Omar: Accidental Trouble Magnet by Zanib Mian

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	<p>Poetry</p> <ul style="list-style-type: none">Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. <p>Non-fiction</p> <ul style="list-style-type: none">Retrieve and record information from non-fiction.Understand the difference between fiction and non-fiction. <p>Understanding</p> <ul style="list-style-type: none">Discuss the sequence of events in books and how items of information are related.Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding.Check that the text makes sense to them as they read and correct inaccurate reading.Ask and answer questions to deepen their understanding. <p>Inference</p> <ul style="list-style-type: none">Make inferences on the basis of what is being said and done. <p>Prediction</p> <ul style="list-style-type: none">Predict what might happen on the basis of what has been read so far and knowledge of other stories. <p>Authorial intent</p> <ul style="list-style-type: none">Discuss their favourite words and phrases from a text.	<p>Poetry</p> <ul style="list-style-type: none">Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear. <p>Non-fiction</p> <ul style="list-style-type: none">Retrieve and record information from non-fiction.Understand the difference between fiction and non-fiction. <p>Understanding</p> <ul style="list-style-type: none">Discuss the sequence of events in books and how items of information are related.Draw on what they already know or on background information and vocabulary provided by the teacher to support their understanding.Check that the text makes sense to them as they read and correct inaccurate reading.Ask and answer questions to deepen their understanding. <p>Inference</p> <ul style="list-style-type: none">Make inferences on the basis of what is being said and done. <p>Prediction</p> <ul style="list-style-type: none">Predict what might happen on the basis of what has been read so far and knowledge of other stories. <p>Authorial intent</p> <ul style="list-style-type: none">Discuss their favourite words and phrases from a text.
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<p>English writing</p>	<p><u>Writing to inform</u></p> <ul style="list-style-type: none"> ➤ Recount – walk letter • Revision: <ul style="list-style-type: none"> • To identify nouns and adjectives. • To use full stops at the end of a sentence. • To use capital letters correctly. • Year 2: <ul style="list-style-type: none"> • To write for different purposes. • To use new vocabulary from their reading and discussions. • To write about real events. • To write coordinating sentences using and. • To use capital letters, full stops, exclamation marks mostly correctly. • Begin to use adverbials (first, then, next etc) 	<p><u>Writing to entertain</u></p> <ul style="list-style-type: none"> ➤ Description ➤ Stories ➤ Poetry • To write for different purposes. • To use new vocabulary from their reading and discussions. • To read aloud what they have written with intonation. • To write narratives about personal experiences or the experiences of others. • To write poetry. • To start writing in the past and present tense. • To write coordinating sentences using and/or/but • To use capital letters, full stops, exclamation marks mostly correctly. • To start writing expanded noun phrases.
<p>Maths</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> • count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward • compare and order numbers from 0 up to 100; use <, > and = signs • identify and represent numbers using objects and pictorial representations including the number line • read and write numbers to at least 100 in numerals and in words (including Roman Numerals) • recognise the place value of each digit in a two-digit number (tens, ones) • use place value and number facts to solve problems <p><u>White Rose</u></p> <ul style="list-style-type: none"> • Counting forwards and backwards within 20 • Tens and ones within 20 • Counting forwards and backwards within 50 • Tens and ones within 50 • Compare numbers within 50 	<p><u>Number – Addition and Subtraction</u></p> <ul style="list-style-type: none"> • recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> * a two-digit number and ones * a two-digit number and tens * two two-digit numbers * adding three one-digit numbers • show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. • solve problems with addition and subtraction: <ul style="list-style-type: none"> * using concrete objects and pictorial representations, including those involving numbers, quantities and measures



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- Count objects to 100 and read and write numbers in numerals and words
- Represent numbers to 100
- Tens and ones with a part-whole model
- Tens and ones using addition
- Use a place value chart
- Compare objects
- Compare numbers
- Order objects and numbers
- Count in 2s
- Count in 5s
- Count in 10s
- Count in 3s

Number – Addition and Subtraction

- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - * a two-digit number and ones
 - * a two-digit number and tens
 - * two two-digit numbers
 - * adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- solve problems with addition and subtraction:
 - * using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - * applying their increasing knowledge of mental and written methods

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solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)

White Rose

- Add a 2-digit and 1-digit number – crossing ten
- Subtraction – crossing 10
- Subtract a 1-digit number from a 2-digit number – crossing ten
- Add two 2-digit numbers – not crossing ten – add ones and add tens
- Add two 2-digit numbers – crossing ten – add ones and add tens
- Subtract a 2-digit number from a 2-digit number – not crossing ten
- Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens
- Find and make number bonds
- Bonds to 100 (tens and ones)
- Add three 1-digit numbers

Measurement – Money

- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
- find different combinations of coins that equal the same amounts of money
- **solve simple problems** in a practical context involving addition and subtraction of money of the same unit, including giving change

White Rose

- Recognising coins and notes
- Count money – pence
- Count money – pounds (notes and coins)
- Count money – notes and coins
- Select money



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	<p><i>solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change (copied from Measurement)</i></p> <p>White Rose</p> <ul style="list-style-type: none"> • Fact families - addition and subtraction bonds to 20 • Check calculations • Compare number sentences • Related facts • Bonds to 100 (tens) • Add and subtract 1s • 10 more and 10 less • Add and subtract 10s • Add by making 10 	<ul style="list-style-type: none"> • Make the same amount • Compare money • Find the total • Find the difference • Find change • Two-step problems <p>Number: Multiplication and Division</p> <p>White Rose</p> <ul style="list-style-type: none"> • Make equal groups • Add equal groups • Make arrays
<p>Science</p>	<ul style="list-style-type: none"> • <u>Living things and their habitat</u> • Identify that most living things live in habitats to which they are suited. • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. • Identify and name a variety of plants and animals in their habitats, including micro-habitats. <p>Working scientifically skills</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment and measurement. • Identifying and classifying. • Using their observations and ideas to suggest answers to different questions • Gathering, recording and communicating data and findings to help in answering questions. • Use scientific language to read and spell age-appropriate scientific vocabulary. 	<p><u>Everyday materials</u></p> <ul style="list-style-type: none"> • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for uses. • Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. <p>Working scientifically skills</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways. • Observing closely, using simple equipment and measurement. • Performing simple tests. • Identifying and classifying. • Using their observations and ideas to suggest answers to different questions • Gathering, recording and communicating data and findings to help in answering questions. • Use scientific language to read and spell age-appropriate scientific vocabulary.



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History	<p>Changes within living memory</p> <p>Knowledge:</p> <ul style="list-style-type: none">• I can use words and phrases like: before, after, past, present, then and now.• I can give examples of things that were different when my grandparents were children.• I can find out about the past by talking to an older person.• I can describe how schools, houses and maps have changed over time. <p>Skills:</p> <p>Chronological Understanding</p> <ul style="list-style-type: none">• Begin to use dates.• Recount changes in own life over time.• Puts 5 people, events or objects in order using a given scale.• Uses words and phrases such as recently, before, after, now, later, when mummy and daddy were little, before I was born, when I was younger.• Uses past and present when telling others about an event.• Sequence artefact closer together in time. Check accuracy using books/ICT.• Sequence photographs from different periods of their life.• Place events on a simple timeline, adding times previously studied. <p>Similarities/ differences</p> <ul style="list-style-type: none">• Identify similarities and differences between ways of life in different periods, including their own lives. <p>Organisation and communication</p> <ul style="list-style-type: none">• Communicate their knowledge through discussion, drawing, drama and role play, making models, writing and using ICT.• Use simple terms to talk about the passing of time.	<p>Significant Historical People – Guy Fawkes, Muhammed Ali, Walter Tull, Usain Bolt</p> <p>Knowledge:</p> <ul style="list-style-type: none">• I can recount the life of someone famous from Britain who lived in the past.• I can explain what they did earlier and what they did later.• I can research the life of a famous person from the past using different sources of evidence. <p>Skills:</p> <p>Range and depth of historical knowledge</p> <ul style="list-style-type: none">• Recognise why people did things, why events happened and what happened as a result.• Know and recount episodes from stories about the past, knowing and understanding key events. <p>Causes and Consequences.</p> <ul style="list-style-type: none">• Recognise why people did things.• Recognise why some events happened.• Recognise what happened as a result of people's actions or events.• I can explain how some people have helped us to have better lives.
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Geography	<p><u>Human and Physical Knowledge</u></p> <ul style="list-style-type: none">• Use geographical vocabulary to describe how and why people use a range of human features.• Describe the size, location and function of a local industry.• Identify patterns in daily and seasonal weather in relation to the Equator and North and South Poles.• Describe the properties of natural and man-made materials and where they are found in the environment.• Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.• Describe ways to improve the local environment.• Describe how a place or geographical feature has changed over time. <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none">• Study aerial photographs to describe the features and characteristics of an area of land.• Draw or read a range of simple maps that use symbols and a key.	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none">• Name and locate seas surrounding the UK.• Name and locate the five oceans on a world map.• Name and locate the seven continents on a world map or globe.• Identify characteristics of the four countries and major cities of the UK.• Locate the Equator and the North and South Poles on a world map or globe.
PSHEE	<p><u>Me and My Relationships</u></p> <p><u>Our Ideal Classroom:</u></p> <ul style="list-style-type: none">• Suggest actions that will contribute positively to the life of the classroom.• Make and undertake pledges based on those actions• Take part in creating & agreeing classroom rules. <p><u>How are you feeling Today?</u></p> <ul style="list-style-type: none">• Use a range of words to describe feelings.• Recognise that people have different ways of expressing their feelings.• Identify helpful ways of responding to other's feelings. <p><u>Bullying or Teasing?</u></p>	<p><u>Keeping Myself Safe</u></p> <p><u>Harold's picnic:</u></p> <ul style="list-style-type: none">• Understand that medicines can sometimes make people feel better when they're ill;• Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;• Explain simple issues of safety and responsibility about medicines and their use. <p><u>How safe would you feel?</u></p> <ul style="list-style-type: none">• Identify situations in which they would feel safe or unsafe.• Suggest actions for dealing with unsafe situations including who they could ask for help. <p><u>What should Harold say?</u></p>



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- Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two.
- Identify situations as to whether they are incidents of teasing or bullying.

Don't do that!

- Understand and describe strategies for dealing with bullying:
- Rehearse and demonstrate some of these strategies.

Types of Bullying:

- Explain the difference between bullying and isolated unkind behaviour.
- Recognise that there are different types of bullying and unkind behaviour.
- Understand that bullying and unkind behaviour are both unacceptable ways of behaving.

Being a good friend:

- Recognise that friendship is a special kind of relationship.
- Identify some of the ways that good friends care for each other.

Let's all be happy:

- Recognise, name and understand how to deal with feelings (e.g. anger, loneliness).
- Explain where someone could get help if they were being upset by someone else's behaviour.

- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.

I don't like that!

- Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation;
- Identify the types of touch they like and do not like;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Fun or not?

- Recognise that some touches are not fun and can hurt or be upsetting;
- Know that they can ask someone to stop touching them;
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.

Should I tell?

- Identify safe secrets (including surprises) and unsafe secrets.
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

Some secrets should never be kept

- Identify how inappropriate touch can make someone feel.
- Understand that there are unsafe secrets and secrets that are nice surprises.
- Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.



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<p>RE</p>	<p><u>Why is the Bible an important book for Christians?</u></p> <ul style="list-style-type: none"> • books can be special / important to people • the Bible contains 'stories'* about God and people • about some key narratives from the Old Testament e.g. Jacob, Joseph, Moses, Joshua, David, Samuel, Daniel etc. • the New Testament contains accounts from the life of Jesus & the early Church • Christians read the Bible to learn about God and that this affects how they live their lives 	<p><u>Is prayer important to everyone?</u></p> <ul style="list-style-type: none"> • prayer is a way of connecting with God • people pray for different reasons, and that some people don't pray • people from different religions pray in different ways • non-religious people such as humanists do not believe in a god and so don't pray • non-religious people might reflect quietly rather than pray <p><u>What does the Christmas Story tell Christians about Jesus?</u></p> <ul style="list-style-type: none"> • Christmas is the celebration of Jesus' birth • Christians believe there are clues in the story that show who Jesus is • star – the birth of a new King of presents – Jesus as God's gift to the world and the gifts of the Magi • angels – messengers from God who told people about Jesus being God's Son • light – Jesus as the light of the world
<p>Art</p>	<p><u>Artist:</u> Henry Edward Holder</p> <p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.</p> <p><u>Art Theory:</u> Art elements- space and colour</p> <p><u>Art Skills:</u> Sculpture- Clay (colour mixing)</p>	<p><u>Artist:</u></p> <p><u>Art Theory:</u> Art elements- space and colour Observational Drawing</p> <p><u>Art Skills:</u> Sketching HB pencil Printing-exploring techniques Collage-Mixed Media</p>
<p>DT</p>	<p><u>Design</u></p> <ul style="list-style-type: none"> • have own ideas and plan what to do next • explain what I want to do and describe how I may do it • explain purpose of product, how it will work and how it will be suitable for the user • describe design using pictures, words, models, diagrams, begin to use ICT • design products for myself and others following design criteria • choose best tools and materials, and explain choices 	<p><u>Design</u></p> <ul style="list-style-type: none"> • have own ideas and plan what to do next • explain what I want to do and describe how I may do it • explain purpose of product, how it will work and how it will be suitable for the user • describe design using pictures, words, models, diagrams, begin to use ICT • design products for myself and others following design criteria • choose best tools and materials, and explain choices



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- use knowledge of existing products to produce ideas

Make

- explain what I am making and why it fits the purpose
- make suggestions as to what I need to do next.
- join materials/components together in different ways
- measure, mark out, cut and shape materials and components, with support.
- describe which tools I'm using and why
- choose suitable materials and explain choices depending on characteristics.
- use finishing techniques to make product look good
- work safely and hygienically

Evaluate

- describe what went well, thinking about design criteria
- talk about existing products considering: use, materials, how they work, audience, where they might be used; express personal opinion
- evaluate how good existing products are
- talk about what I would do differently if I were to do it again and why

Technical knowledge – Materials/structures

- measure materials
- describe some different characteristics of materials
- join materials in different ways
- use joining, rolling or folding to make it stronger
- use own ideas to try to make product stronger

Technical knowledge – Food and nutrition

- explain hygiene and keep a hygienic kitchen
- describe properties of ingredients and importance of varied diet
- say where food comes from (animal, underground etc.)
- describe how food is farmed, home-grown, caught
- draw eat well plate; explain there are groups of food
- describe "five a day"

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	<ul style="list-style-type: none"> • cut, peel and grate with increasing confidence 	
<p>Music</p>	<p>Charanga: Hands Feet Heart</p> <p>Performing</p> <ul style="list-style-type: none"> • To sing and follow the melody (tune). • To sing accurately at a given pitch. • To perform simple patterns and accompaniments keeping a steady pulse. • To perform with others. • To play simple rhythmic patterns on an instrument. • To sing/clap a pulse • increasing or decreasing in tempo. <p>Composing (including notation)</p> <ul style="list-style-type: none"> • To order sounds to create a beginning, middle and end. • To create music in response to different starting points. • To choose sounds which create an effect. • To use symbols to represent sounds. • To make connections between notations and musical sounds. <p>Appraising</p> <ul style="list-style-type: none"> • To improve their own work. • To listen out for different instruments. 	<p>Productions songs</p> <p>Performing</p> <ul style="list-style-type: none"> • To sing and follow the melody (tune). • To sing accurately at a given pitch. • To perform simple patterns and accompaniments keeping a steady pulse. • To perform with others. • To play simple rhythmic patterns on an instrument. • To sing/clap a pulse • increasing or decreasing in tempo. <p>Composing (including notation)</p> <ul style="list-style-type: none"> • To order sounds to create a beginning, middle and end. • To create music in response to different starting points. • To choose sounds which create an effect. • To use symbols to represent sounds. • To make connections between notations and musical sounds. <p>Appraising</p> <ul style="list-style-type: none"> • To improve their own work. • To listen out for different instruments.
<p>PE</p>	<p>Dance</p> <ul style="list-style-type: none"> • Explore, remember, repeat and link a range of actions with co-ordination, control and awareness of the expressive qualities of dance. • Explore the change of rhythm, speed, level and direction. • Compose and perform short dances that express and communicate moods, ideas and feelings choosing and varying simple compositional ideas. <p>Mighty movers (running)</p>	<p>Fitness (Boot Camp)</p> <ul style="list-style-type: none"> • Awareness of body changes during exercise (heart rate, heavy breath, hot, sweaty). • An understanding of the need for PE uniform (changing, safety). • Awareness of how exercise is important for a healthy lifestyle and mind. • Engage in competitive physical activities (both against self and against others)



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	<ul style="list-style-type: none">• Change speed and direction whilst running.• Develop the following skills with increasing accuracy and velocity:<ul style="list-style-type: none">• Explore and throw a variety of objects with one hand.• Jump from a stationary position with control.• Change speed and direction whilst running.	Multi sports <ul style="list-style-type: none">• Improve the way they coordinate and control their bodies in various activities. Remember, repeat and link combinations of skills where necessary. Develop basic tactics in simple team games and use them appropriately.• Choose use and vary simple tactics.• Catch and control a ball in movement working with a partner or in a small group.• To develop hand eye co-ordination to be able to receive and send balls using equipment if appropriate
Computing	Espresso coding <ul style="list-style-type: none">• Explain that computers have no intelligence, and we have to program them to do things.• Create a program with multiple steps e.g. to control a floor robot.• Predict the outcome of an algorithm or program with multiple steps.• Recognise that the instructions in an algorithm need to be clear and unambiguous.• Identify and correct errors in a given algorithm or program and recognise the term debugging.	Photography <ul style="list-style-type: none">• Create simple digital content for a purpose, e.g. digital art.• Recognise that we can use technology to record and playback audio or take and view photographs.• Apply edits to digital content to achieve a particular effect, e.g. emphasise part of a text.• Present ideas and information by combining media, e.g. text and images.
MFL	N/A	N/A



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Trips and visits	<ul style="list-style-type: none">• Walk around Sheerwater	<ul style="list-style-type: none">• Indoor Soft play at school
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