

Year 2 Autumn 1 Overview 2022-23

Subject	WK1 – 6.9.22	WK2 – 12.9.22	WK3 – 19.9.22	WK4 – 3.10.22	WK5 – 10.10.22	WK6 – 17.10.22	WK7
SPAG	Capital Letters Full Stop Sentences Key Vocabulary and Skills: Plural Singular	Capital Letters Full Stop Sentences Key Vocabulary and Skills: Plural Singular	Question Mark Questions Key Vocabulary and Skills: Question	Question Mark Questions Key Vocabulary and Skills: Noun	Statements Key Vocabulary and Skills: Adjective	Statements Key Vocabulary and Skills: Verb	Punctuation Key Vocabulary and Skills: Noun Adjective Verb
Phonics			Review Phase 3 GPCs ai, ee, igh, oa, oo, ar, or, ur, oo, ow, oi, ear	air, er /z/ s -s -es words with two or more digraphs e.g. queen thicker	Phase 4: CVCC CCVC CCVC CCCVC Phase 4 with long vowels	Phase 5 /ai/ ay play /ow/ ou cloud /oi/ oy toy /ee/ ea each	Review longer words
<p style="text-align: center;">Key words: was, you, they, are, said, have, like, some, come, what</p> <p>NC: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent ♣ read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ♣ read accurately words of two or more syllables that contain the same graphemes as above ♣ read words containing common suffixes ♣ read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ♣ read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ♣ read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ♣ re-read these books to build up their fluency and confidence in word reading. 							
Maths	Insp maths. Assessment.	Place value. NC: Pupils should be taught to: ♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward ♣ recognise the place value of each digit in a two-digit number (tens, ones)			Addition and subtraction. NC: Pupils should be taught to: ♣ solve problems with addition and subtraction: ♣ using concrete objects and pictorial representations, including those involving		Recap Week

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		<ul style="list-style-type: none"> ♣ identify, represent and estimate numbers using different representations, including the number line ♣ compare and order numbers from 0 up to 100; use and = signs ♣ read and write numbers to at least 100 in numerals and in words ♣ use place value and number facts to solve problems. 			numbers, quantities and measures <ul style="list-style-type: none"> ♣ applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 		
Science		Habitats - rainforests	Habitats - rainforests	Local habitats	Local habitats		
		NC: Pupils should be taught to: <ul style="list-style-type: none"> - explore and compare the differences between things that are living, dead, and things that have never been alive - identify that most living things live in habitats to which they are suited and 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 microhabitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food 					
ICT	Practice logging on/off	Design E-Safety Game board for Year 1 on paper	Textease (snap to) grid to draw board outline, save		Navigate to/find saved work in My Docs Textease, open work, fill colour game board and background, save	Textease – open work, add text, save	Textease open work, finish text/add clipart to finish game, save + print. Share with Y1
	NC: Pupils should be taught to: <ul style="list-style-type: none"> ♣ understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ♣ create and debug simple programs ♣ use logical reasoning to predict the behaviour of simple programs ♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content ♣ recognise common uses of information technology beyond school 						

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	♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they						
Writing	Summer Holiday Writing (Big Write). Birthday Cards	All Are Welcome First 4 pages: Making up a verse to welcome into our school/class Vote for charity	All Are Welcome Collage people poster	Non-fiction – habitats/animals Rainforest	Non-fiction – habitats/animals Rainforest	Non-fiction – habitats/animals Rainforest	
	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ develop positive attitudes towards and stamina for writing by: ♣ writing narratives about personal experiences and those of others (real and fictional) ♣ writing about real events ♣ writing poetry ♣ writing for different purposes ♣ consider what they are going to write before beginning by: ♣ planning or saying out loud what they are going to write about ♣ writing down ideas and/or key words, including new vocabulary ♣ encapsulating what they want to say, sentence by sentence ♣ make simple additions, revisions, and corrections to their own writing by: ♣ evaluating their writing with the teacher and other pupils ♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form ♣ proof-reading to check for errors in spelling, grammar, and punctuation [for example, ends of sentences punctuated correctly] ♣ read aloud what they have written with appropriate intonation to make the meaning clear. 						
Reading	Mixed ability reading partners / Guided Reading / Whole Class Reading						
History							
Geography		Recap of 7 continents	Recap of 5 oceans	Positive impact on environment	Negative impact on environment		
		<p>NC:</p> <ul style="list-style-type: none"> - name and locate the world’s seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the human and 					

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	Pupils should be taught to: <ul style="list-style-type: none"> ♣ master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities ♣ participate in team games, developing simple tactics for attacking and defending ♣ perform dances using simple movement patterns. 						
Inquiry	Charity choice						
50 Things	Charity Choice / Expert of the week / Swimming lessons						
Other							