Year 2 Autumn 1 Overview LVC: Wangari Maathi LV: Problem Solving Inquiry: Rainforest

	Week 1 WC 3rd Sept (2 days)	Week 2 WC 7th Sept	Week 3 WC 14th Sept	Week 4 WC 21st Sept	Week 5 WC 28th Sept	Week 6 WC 5th Oct	Week 7 WC 12th Oct	Week 8 WC 19th Oct (4 days)
Maths		**Place value:** - Counting in 2, 5, 10s. - 10s and 1s. - Numbers 1 – 20 / 1-50 and 1 – 100.				**Addition and subtraction:** - 1 digit number to 2-digit number. - 3 1-digit numbers. - 2 2-digit numbers.		
		§ 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) § 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				§ using concrete objects and pictorial representations, including those involving numbers, quantities and measures § 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 § 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.		
Science		Habitats - rainforests	Habitats - rainforests	Local habitats Recap parts of a plant and what they need to survive.	Different habitats – comparison	Food chain/ linking habitats to food sources.	Food chain/ linking habitats to food sources.	Food chain/ linking habitats to food sources.
		§ 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.						

Computing		Practice logging on/off Design E-Safety Game board for Year 1 on paper	Textease (snap to) grid to draw board outline	Navigate to/find saved work in My Docs Textease, open work, fill colour game board and background	Textease – open work, add text,	Textease – open work, add text,	Textease – open work, add text,	Textease open work, finish text/add clipart to finish game, save + print. Share with Y1
	§ use technology purposefully to create, organise, store, manipulate and retrieve digital content. § recognise common uses of information technology beyond school. § use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.							
Phonics: Y1 Summer 2		/ai/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer busy beautiful pretty hour	/zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large move improve parents shoe	/sh/ ti ssi si ci potion mission mansion delicious	/or/ augh our oar ore daughter pour oar more review	Review Assess onto heatmap	Review Teach to gaps from Assessment and Spring 2 Assessment.	Review Teach to gaps from Assessment and Spring 2 Assessment.

Writing	Turning over a New Leaf – display.	Focus on the foundations of Writing: What is a sentence? What do we start it with? What do we end it with? What should be included in them?	*Simple retelling of story/clip* *https://www.literacyshed.com/en-gb/resource/catch-it* *Focus on clear sentence structure.* *Purpose: focus on the basics of writing and the physical mechanics.* *Friday – introduce to editing and think pinks of capital letters.*	Genre: **Fact File** Class discussion about how we might find out information about animals. Discuss fiction/non-fiction books. Have a range of non-fiction books out for pupils to look out. What do they notice. *Purpose: Children to create fact files about different animals that live in the rainforest.*	Teach key features: - Headings - Sub-headings - Facts - Bullet points *Wednesday: Write fact file* *Thursday: Write fact file* *Friday; **edit using purple pens.***	Genre: **Leaflet** **Children to produce a leaflet about tourism in Malawi.** **Purpose**: Children to write a leaflet promoting the rainforest and its conservation to tourists.	Key Teaching: Headings Sub-headings Short snappy sentences.	Wednesday & Thursday: Create Leaflet. Friday: Children to edit writing using **Purple Pens.**

	§form lower-case letters of the correct size relative to one another § start using some of the diagonal and horizontal strokes needed to join letters and §understand which letters, when adjacent to one another, are best left unjoined § write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters § use spacing between words that reflects the size of the letters § writing narratives about personal experiences and those of others (real and fictional) § writing about real events § writing for different purposes § 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.							
Grammar and Punctuation Focus	Sentences Capital letters Full stops Finger spaces	Sentences Capital letters Full stops Finger spaces	Sentences Capital letters Full stops Finger spaces	Questions Bullet points	Exclamations	Bullet Points Sentence structure	Description	
SPAG			Nouns	Adjectives	Verbs	Questions	Singular/Plural	Singular/Plural
Spellings	Like, have, put, what, they, my, some, come, said, was.							
	Pupils should be taught to: § develop their understanding of the concepts set out in English Appendix 2 by: § learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) § learn how to use: § sentences with different forms: statement, question, exclamation, command § expanded noun phrases to describe and specify [for example, the blue butterfly] § the present and past tenses correctly and consistently including the progressive form § subordination (using when, if, that, or because) and co-ordination (using or, and, or but) § the grammar for year 2 in English Appendix 2 § some features of written Standard English § use and understand the grammatical terminology in English Appendix 2 in discussing their writing							
Reading 2 x WCR 2 x GR 1 x Comp		The Great Kapok Tree x 2 2 x Reading Practice	The Great Kapok Tree x 2 2 x Reading Practice	The Great Kapok Tree x 2 2 x Reading Practice	Where the Forest Meets the Sea x 2 2 x Reading Practice	Where the Forest Meets the Sea x 2 2 x Reading Practice	Where the Forest Meets the Sea x 2 2 x Reading Practice	
	Class Chapter book: Chosen by class e.g. Ottoline Books by Chris Riddel							

	§ develop pleasure in reading, motivation to read, vocabulary and understanding by: § listening to, discussing and expressing 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 § discussing the sequence of events in books and how items of information are related § becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales § being introduced to non-fiction books that are structured in different ways § recognising simple recurring literary language in stories and poetry § discussing and clarifying the meanings of words, linking new meanings to known vocabulary § discussing their favourite words and phrases § continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear								
Drama/Inquiry		Session 1: Introduce LVC and the rainforest. Hook images and clues with letter. Recap drama world / real world. What do we know already know about the rainforest. Facts on flip chart – could get pupils to write and stick on.	Session 2: Front load information about the rainforest: large class collective drawing. Name it and place it on the map.	Session 2.5: Explore the structure of a habitat. Discuss potential dangers/threats – read Where the Forest meets the Sea. (WCR) Write dangers and threats (Geography)	Session 3: Conscience Alley Consider different perspectives. Discuss pros for each idea – use post it notes? Create a class fact file about our class rainforest. – (Writing)	Session 4: Drama around what the rainforest is like from different groups perspectives. Think about possible solutions to hotel/animal sanctuary.	Session 5: Collective Drawing of hotel/animal sanctuary. Thinking about the different ways we can look after the environment **Create a brochure/leaflet to promote project (see writing)** .	Session 6: As a class discuss what they have learnt about the rainforests and how we can help the environment. What has Wangari Maathai taught us? Promise leaf to create Tree of Peace display in class.
Geography			Recap of 7 continents	Recap of 5 oceans	Human / Physical Features	Similarities of living in another country.	Differences living in another country.	Positive impact on environment Negative impact on environment	
	Locational knowledge § name and locate the world's seven continents and five oceans								

	§ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles							
History	Begin class timeline – which historic events do we know that have happened; can we place them along our timeline in order. Begin to place LVC Wangari Maathi on timeline.							
	§ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries] § the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell] § significant historical events, people and places in their own locality.							
Art/ DT		Look at Malawi Artists	Look at Clarice Cliff	Coil Clay Pots Soup	Coil Clay Pots Soup	Coil Clay Pots Soup	Coil Clay Pots Paint / Varnish Soup	Coil Clay Pots Paint / Varnish
	§ to use a range of materials creatively to design and make products § to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination § to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space § about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.							
PSHE & RHE		Ready, Respectful and Safe		RSE Lesson 1: Recognising strengths and achievements	Zones of regulation	Zones of regulation	Zones of regulation	Zones of regulation
RE					Introduce Islam			**Discuss Muslim Prayer**
Music		Singing Assembly Get Set: Jupiter	Singing Assembly Get Set: Jupiter	Singing Assembly Get Set: Jupiter	Singing Assembly Get Set: Jupiter	Singing Assembly Get Set: Jupiter	Singing Assembly Get Set: Jupiter	
Word Aware Vocab	- Recap previously taught words in EYFS and Y1 and get excited by words.							
PE		Get Set PE – Fundamental 1	Get Set PE – Fundamental 2	Get Set PE – Fundamental 3	Get Set PE – Fundamental 4	Get Set PE – Fundamental 5	Get Set PE – Fundamental 6	Get Set PE – Fundamental Recap Games