Year 2 Autumn 2 Overview LVC: Mary Seacole / Victorians LV: Caring

<table>
<tr><td></td><td>Week 1
WC 2nd</td><td>Week 2
WC 9th Nov</td><td>Week 3
WC 16th Nov</td><td>Week 4
WC 23rd Nov</td><td>Week 5
WC 30th Nov</td><td>Week 6
WC 7th Dec</td><td>Week 7
WC 14th Dec</td></tr>
<tr><td rowspan="3">Maths</td><td colspan="3">Addition and Subtraction</td><td colspan="4">Geometry – Shape</td></tr>
<tr><td colspan="3">End points:
• Add a 2-digit number and 1 digit number (by end autumn)
• Subtract a 2-digit number and 1 digit number (by end autumn)</td><td colspan="4">End points:
• Recognise lines of symmetry
• Describe properties of 2D shapes including number of sides, vertices, edges, faces
• Describe properties of 3D shapes including number of sides, vertices, edges, faces</td></tr>
<tr><td colspan="3">Pupils should be taught to:
♣ 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
♣ 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.</td><td colspan="4">Pupils should be taught to:
♣ identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
♣ identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
♣ identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
♣ compare and sort common 2-D and 3-D shapes and everyday objects.</td></tr>
<tr><td rowspan="3">Science</td><td>Healthy Eating
Session 1
Food groups</td><td>Healthy Eating
Session 2
What a healthy plate looks like.</td><td>Exercise
How does exercise effect our bodies.</td><td>Hygiene/Sleep
Why are hygiene and sleep important.</td><td>Teeth Hygiene
(Dental Screening Visit)
Egg shell experiment with different drinks.</td><td colspan="2">Keeping Healthy – chn to make posters of what they have learnt in this unit.</td></tr>
<tr><td colspan="7">End points:
• I know how to describe the importance of exercise, eating and hygiene.
• I understand that animals have basic needs for survival.</td></tr>
<tr><td colspan="7">Pupils should be taught:
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</td></tr>
</table>

Computing	***Chrome Music lab*** **https://musiclab.chromeexperiments.com/**	*j2e Branching Decision*: https://www.j2e.com/jit5#branch	*j2e Animation:* JIT5 (j2e.com)	*BBC Dance Mat Typing (Learning Links) – Gain certificate.*	Create Holiday Card Insert using Creative Commons Images within word, Save 2 images each and insert text. See video.	Amend colour and font and retrieve saved work.	
	Endpoints: • I know how to change text (e.g. font, italics, bold, colour). • I know how to a range of technology to create digital content such as still and moving images, video, audio and text. • I know how to access and retrieve content and make edits to this. • I know how to manage concerns, making links to behaviour in the physical world. • I understand some potential risks associated with the online world.						
	Pupils should be taught to: ♣ 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 ♣ 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 **Phase 5 Review**	/ai/ a-e ai ay a eigh ea ey aigh /ee/ y ea ee e ie ey e-e /igh/ igh i-e i y ie /oa/ ow o o - e oa oe ou	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	/or/ or a aw au ore oor al oar our augh aur /zh/ si su /ch/ ch tch ture* /sh/ sh ti ch ssi ci si	/j/ j g ge dge /s/ s ss c ce se st sc /u/ ou /e/ ea /i/ y /o/ a /u/ o o-e /oo/ u oul schwa: er a or ar our re	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/		
Writing	**Fireworks Poetry** Noun Phrases Verbs 3 sessions	Poetry ***Christmas Poetry*** ***Each child to write a verse for***	**Genre: Diary Entry** **Children to receive a suitcase from Castle Museum about a Victorian**	Diary cont. **Key Teaching:** Features of a diary	Write similar diary entry. Edit writing using **Purple Pens.**	**Genre: Instruction Writing** **Purpose:** Children will be writing instructions for either a	**Key Teaching:** Imperative Verbs Chronology Lists Short sentences

	Look at the Miracle Box by Pie Corbett. *Introduce children to alliteration and pupils to create their own Christmas Miracle Box Poem.* *Link to the 2 Whole Class Readings we are looking at which both rhyme.*	***Christmas poem. As a class, combine ideas and learn verse off by heart to perform at Christmas show.***	**child, old diary entry inside.** **WAGOLL** – suitcase diary entry	Writing in first person. Past Tense Adding emotion.	**Purpose**: Children writing their own diary entry about life in school.	Victorian Christmas biscuit or decoration as part of our inquiry. This is to send back to the Castle Museum to have on display. Look at a variety of WAGOLL. Have good/bad instructions, children to follow them and see which are the most successful.	Make the item we are going to write about. Take photos of each stage. Write instructions. **Edit with Purple Pen** .
SPaG Focus	Adjectives	Adjectives	Past Tense	First person	Noun phrases	Time Connectives	Imperative verbs
	♣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.						
Spellings	again, improve, floor, Christmas, many, could, would, should, like, water						
	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	2 x A Christmas Carol 2 x Guided Reading	2 x A Christmas Carol 2 x Guided Reading	2 x A Christmas Carol 2 x Guided Reading	2 x A Christmas Carol 2 x Guided Reading	2 x Twas the Night Before Christmas 2 x Guided Reading	2 x Twas the Night Before Christmas 2 x Guided Reading	2 x Twas the Night Before Christmas 2 x Guided Reading
	Learn about the original Author Vocabulary Victor/Rex Retriever	Inference Iggy and Predicting Pip	Inference Iggy and Predicting Pip	Sequencing Suki Book review	Learn about the Original Author Vocabulary Victor/Rex Retriever	Inference Iggy and Predicting Pip	Sequencing Suki Book Review
	Mixed ability reading partners / Guided Reading / **Chapter Book: Christmasaurus by Tom Fletcher**						
	♣ 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	Suitcase arrives from Norwich Castle with some objects with labels on from the Museum. Chn write questions about what they want to find out.	Exploring school life as a Victorian and linking this to Mary Seacole in History.	Find out about Mary's home life and her journey from Jamaica to London wanting to work with Florence Nightingale.	Collective Drawing about the British Hotel and finding out more about it.	Answering the Inquiry question: How have people in the past taught us to be caring?		
History	Guy Fawkes – revisit from Y1. Watch bitesize video	Remembrance Day	Mary Seacole – more about her.	Queen Victoria – life and impact.	Victorian Christmas – traditions –		

		Mary Seacole – facts.			comparison with today.		
	Endpoints: • Know how to compare events within a chronological framework • Know how to describe objects, people and events in history • Know how to order events, objects and place significant people • Know how somebody has made a significant and lasting impact globally • Know how to record their ideas using historical vocabulary						
	♣ 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	Christmas Cards	Christmas Cards	Christmas Cards	Christmas Decorations	Christmas Decorations	Christmas Decorations	Christmas Decorations Decs Sale
	Endpoints: • I understand that different of tools, media and surfaces are appropriate for different products. • I know how to use pattern, colour, form and space.						
	♣ 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	Firework safety	Keeping safe in the dark	Anti-bullying Week: RSE Lesson 3 (Anti-bullying)	Road Safety Week	Train Safety Week	My Family	
RE		Sikhism – Diwali. Build on previous years knowledge of Diwali. (Philosophy –questioning)		What does the nativity story teach Christians about Jesus? Christianity Christmas story (Theology retelling)			
Music	Singing Assembly	Singing Assembly	Singing Assembly	Singing Assembly	Singing Assembly	Singing Assembly	Singing Assembly

Word Aware Vocab	- Victorian - Chronological	- Anti-bullying - Onomatopoeia	- Healthy - Tradition	- Imperative Verb - Discrimination	- Christmas - Carbohydrates	- Performance - Protein	- Nativity -
PE	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	Get Set PE: M/S - Ball Skills 1 S / W – Dance 1	