

Heyhouses C.E. Primary School Termly Overview

Autumn Term 1 Year 2

<u>Subject</u>	<u>Unit</u>	<u>Outcome</u>	<u>Hands on Experience-visitors etc.</u>
<u>English and SPaG</u>	<p>Stories in familiar settings (school – Mr Majeika, The Magic Pencil)</p> <p>Recounts: postcards and letters</p>	<p>To use capital letters and full stops.</p> <p>To use question and exclamation marks.</p> <p>To use nouns, verbs and adjectives.</p> <p>To use commas in lists.</p> <p>To write in the past and present tense.</p>	
<u>Spelling</u>	<p>Red group - Letters and Sounds Phase 5</p> <p>Purple group - letters and sounds phase 3</p>	<p>To use Phonic knowledge to read and spell words correctly.</p>	
<u>Maths</u>	<p>Week 1 – Counting, partitioning and calculating</p> <p>Week 2 - Counting, Partitioning and Calculating</p> <p>Week 3 - Securing number facts</p>	<p>To read and write numbers to 100 and beyond in numerals and words.</p> <p>To count in steps of 2,3,5,and 10 forward and backwards from any number.</p> <p>To partition 2-digit numbers into T and U in different ways.</p> <p><i>To recognise the place value of each digit in a 2 digit number.</i></p> <p>To describe patterns and relationships in number and shapes.</p>	

		<p>To solve problems involving addition and subtraction</p> <p>Recognise that subtraction is the inverse of addition</p>	
	<p>Week 4 - Securing Number Facts</p>	<p>To answer subtraction problems by counting back.</p> <p>To know that subtraction of numbers cannot be done in any order.</p> <p>To recall and use addition and subtraction facts to 20.</p> <p>To know doubles up to 100 and corresponding halves.</p> <p>To recognise halving as the inverse of doubling and use this to check calculations</p>	
	<p>Week 5 - understanding shape Handling data and Measures</p>	<p>To be able to identify and describe the properties of 2D and 3D shapes inc no of sides and lines of symmetry.</p> <p>To estimate, compare and measure lengths in centimetres, using a ruler.</p> <p>To estimate, compare and measure weights using a balance.</p>	
	<p>Week 6 - Handling data and Measures</p>	<p>To answer a question by collecting and recording data in lists and tables.</p> <p>To represent data as block graphs to show results.</p>	

	<p>Week 7 – Calculating money and multiplication</p>	<p>To solve problems involving subtraction and in context of pounds and pence.</p> <p>To solve problems involving multiplication in context of numbers.</p> <p>To recall 2,5,10 times table facts.</p>	
<p><u>Science</u></p>	<p>Living things and their habitat</p>	<p>To identify things that are alive, dead and have never been alive.</p> <p>To know that habitats needs to provide the right kind of shelter, food and conditions for a living thing to survive.</p> <p>To name a variety of plants and animals in their habitats, including micro habitats.</p> <p>To know how animals get their food from plants and other animals and to complete a simple food chain.</p>	<p>Wild at Heart Exploring Habitats</p>
<p><u>Computing</u></p>	<p>Using technology to create, store, organise and retrieve digital content.</p>	<p>To log into and out of the computers successfully.</p> <p>To develop correct use of the keyboard, including the spacebar, backspace, delete, shift (for capital letters) and enter keys.</p> <p>To save, print, retrieve and amend work.</p> <p>To use technology store and retrieve digital content.</p>	

<p><u>Geography</u></p>	<p>Pride of place – Our school and it’s locality and local amenities</p>	<p>name and locate significant places in my locality, in the UK and wider world</p> <p>use a range of sources such as simple maps, globes, atlases, and aerial photos to identify features and places as well as to follow routes.</p> <p>ask and answer simple geographical questions when investigating different places and environments.</p> <p>describe some places and features using basic Geographical vocabulary.</p> <p>make observations about features that give places their character.</p> <p>use a range of sources such as simple maps, globes, atlases and aerial photos to identify features and places as well as to follow routes.</p> <p>use simple compass directions as well as locational and directional language when describing features and routes</p>	<p>Trip to Ashton Gardens</p>
<p><u>History</u></p>			
<p><u>Art and DT</u></p>	<p>Geometric Art</p>	<p>explore ideas from my imagination or from real starting points.</p> <p>use pencils in my drawings,</p>	

		show patterns and textures in my drawings by adding dots and lines, show different tones using coloured pencils.	
<u>Music</u>	Pitch and rhythm	Hold a steady beat Recognise high and low	N/A
<u>RE</u>	The Bible; Why is it such a special book Harvest Festival	<p>Understand why The Bible is so special to Christians</p> <p>Know what the stories are about in each section.</p> <p>Know what messages specific stories are telling Christians.</p> <p>Reflect on how lucky they are and how they can help people in their own community who need food and love.</p> <p>Be thankful for all their food and thankful to the farmers for all the hard work they do.</p> <p>Take part in a Harvest Festival Service at St Annes Parish Church.</p>	Visit to St. Annes Parish Church
<u>PSHE</u>	Rules and relationships with my friends and family	<p>Agree to follow the rules of a group and classroom, and understand how that helps them.</p> <p>Appreciate that friends should care for one another.</p> <p>Agree to follow the rules of a group and classroom, and</p>	

		<p>understand how that helps them.</p> <p>Contribute to the life of school and the class. Contribute to the life of school and the class.</p> <p>Share opinions on things that matter to them and explain their views.</p> <p>Agree to follow the rules of a group and classroom, and understand how that helps them</p> <p>Appreciate that they belong to different families, made up of lots of different people.</p> <p>Appreciate that they belong to different families, made up of lots of different people.</p> <p>Appreciate that they belong to different families, made up of lots of different people.</p> <p>Understand that they are part of various groups and communities, such as family and school.</p> <p>Recognise, name and deal with their feelings in a positive way.</p>	
		<p>Take part in discussions with one other person and the whole class.</p>	

PE/Games	games piggy in the middle unit	Under arm throwing Over arm throwing Throwing and catching whilst moving	Mr Nay sports sessions

