

Heyhouses C.E. Primary School Termly Overview

Autumn Term 2 Year 2

| <u>Subject</u> | <u>Unit</u> | <u>Outcome</u> | <u>Home Learning</u> | <u>Hands on Experience-visitors etc.</u> |
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| <u>English and SPaG</u> | Poems on a theme Stories by the same author | To use capital letters and full stops. To use question and exclamation marks. To use nouns, verbs and adjectives. To understand the conventions of poetry. | | |
| <u>Spelling</u> | Group 1 -Letters and Sounds Phase 5 Group 2 – letters and sounds phase 3 | To use Phonic knowledge to read and spell words correctly. | See weekly spelling lists on the website for Year 2. | |
| <u>Maths</u> | Calculating, measuring and Understanding time | To use units of time (seconds, minutes, hours, days) and know the relationship between them. To tell the time to o'clock or half past the hour on an analogue clock. | Learning times tables facts for weekly test. | |
| | Securing number facts, calculating, identifying relationships | To represent repeated addition as multiplication. To solve problems using division. | | |
| | Securing number facts, calculating, identifying relationships | To understand that halving is the inverse of doubling. To derive doubles of numbers up to 100 and corresponding halves. To find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{2}{4}$, $\frac{3}{4}$ of shapes. To find $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ of sets of objects | | |
| | Securing number facts, calculating, identifying relationships | To calculate the value of an unknown in a number sentence. To use the symbols +, -, x, /, and = to record and interpret number sentences | | |

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| | | <p>involving all four operations. To calculate the value of an unknown in a number sentence.</p> <p>To identify and record the information or calculation needed to solve a problem. To carry out the steps or calculation to solve a problem.</p> | | |
| <u>Science</u> | <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> |
| <u>Computing</u> | <p>Computing Finding and recording information: using the world wide web safely and search engines.</p> | <p>To use technology store and retrieve digital content.</p> <p>To understand how to keep safe on the internet.</p> <p>To search the internet for information from a source and record that information.</p> | | |
| <u>History</u> | <p>Lives of significant historical figures: <i>Florence Nightingale and Mary Seacole</i></p> | <p>To recognise that Florence Nightingale is a famous person.</p> <p>To recognise that Florence Nightingale is a famous person.</p> <p>To know that Mary Seacole was also a nurse in the Crimean War</p> <p>To be able to identify the similarities and differences between</p> | | |

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| | | Florence Nightingale and Mary Seacole | | |
| <u>Geography</u> | | | | |
| <u>Art and DT</u> | Healthy Snacks | To design and make a healthy snack. Topical art: Firework art, Poppy art and Christmas art. | | |
| <u>Music</u> | Pitch and rhythm | Hold a steady beat Recognise high and low | | |
| <u>RE</u> | Christmas Good news | To learn about and perform the Nativity story. | | The Nativity Play |
| <u>PSHE</u> | Health and Wellbeing Safety First | Identify some everyday dangers; <ul style="list-style-type: none"> • understand some basic rules that help keep people safe; • know what to do if they feel in danger; • identify some dangers in the home; • identify some dangers outside; • identify which information they should never share on the Internet; • know that their private body parts are private; • recall the number to call in an emergency; • list some people who can help them stay safe. | | |
| <u>PE/Games</u> | Dance | To plan and follow a pathway To create and sequence with a partner | | Mr Nay sports sessions – Bouncing Balls |