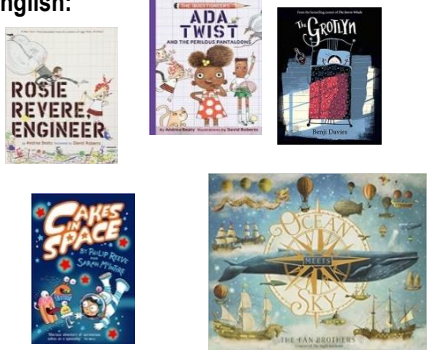


Year 2 Autumn Term Overview

Topic:	Autumn 1: Wonder Women	Autumn 2: Pioneers
PSHE:	Keeping/ Staying Safe Tying Shoelaces Keeping/ Staying Healthy Healthy Eating Brushing Teeth	Relationships Bullying Friendship Body Language
English: 	Rosie Revere Engineer: Children begin by learning about bridges and how they work Leaflet for local landmarks Short explanations, writing in role, reports, adverts Ada Twist Scientist: Starts with questions and predictions before looking at some of the scientific knowledge and concepts presented within the text. All the questions and activities help children to make links and inferences which they use to predict at various points within the text. Use this text to introduce questions words and sorting fiction/non-fiction The Grotlyn: Setting descriptions Reports Speech bubbles (Additional tasks from English Quest) Children create their own information/fact books about key women in history including Elizabeth I. Write letters in role to Queen Victoria using formal language	Ocean Meets the Sky: Introducing the authors to the children and highlighting the power of bookmaking/ storytelling. Own version fantasy world narratives Setting & character descriptions, labels, diaries, postcards, captain's logs, instructions, dialogue Cakes In Space: Starts with children making inferences and predictions using the fabulous illustrations. Create character descriptions, retrieving evidence from the text and identifying vocabulary using this to start to examine the effect of particular words and phrases. (Additional tasks from English Quest) Write in role as an astronaut. Information texts based on space and moon landings. Recount of a space mission.
Maths:	Place value in two-digit numbers: <ul style="list-style-type: none"> - understand place value of 10s and 1s in a two-digit number, using resources to support them if necessary (e.g. representing a two digit number using resources for tens and ones; comparing two numbers up to 20 to identify the larger and smaller number without apparatus). - write number statements such as $35 < 53$ and $42 > 36$). - partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones) - demonstrate an understanding of place value, though may still need to use apparatus to support them (e.g. by stating the difference in the tens and ones between 2 numbers i.e. 77 and 33 has a difference of 40 for the tens and a difference of 4 for the ones - use place value and number facts to solve problems. Writing numerals: <ul style="list-style-type: none"> - read and write numbers correctly in numerals up to 100(e.g. can write the numbers 14 and 41 correctly). Number bonds for addition and Subtraction: <ul style="list-style-type: none"> - use number bonds and related subtraction facts within 10 and 20(e.g. $18 = 9 + ?$; $15 = 6 + ?$). - add 3 one-digit numbers Addition and Subtraction: <ul style="list-style-type: none"> - reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd). - understand that addition of two numbers can be done in any order, but subtraction of one number from another cannot. Number bonds for addition and Subtraction: <ul style="list-style-type: none"> - use number bonds and related subtraction facts within 20(e.g. $18 = 9 + ?$; $15 = 6 + ?$). 	Addition and Subtraction: <ul style="list-style-type: none"> - add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required (e.g. $23 + 5$; $46 + 20$), they can demonstrate their method using concrete apparatus or pictorial representations. - add 2 two-digit numbers within 100 (e.g. $48 + 35$) and can demonstrate their method using concrete apparatus or pictorial representations. - use estimation to check that their answers to a calculation are reasonable (e.g. knowing that $48 + 35$ will be less than 100). - subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g. $74 - 33$). - recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems(e.g. $\Delta - 14 = 28$). - work out mental calculations where regrouping is required (e.g. $52 - 27$; $91 - 73$). - solve more complex missing number problems (e.g. $14 + ? - 3 = 17$; $14 + \Delta = 15 + 27$). Measurement – money: <ul style="list-style-type: none"> - use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note). - recognise and use symbols for pounds and pence. Combine amounts to make a particular value. Multiplication and Division: <ul style="list-style-type: none"> - recall doubles and halves to 20 (e.g. pupil knows that double 2 is 4, double 5 is 10 and half of 18 is 9). - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables Counting including links to scale and measure

- use number bonds and related subtraction facts within 100(e.g. $100 = 90 + ?$).

- count in twos, fives and tens from 0 and use counting strategies to solve problems (e.g. count the number of chairs in a diagram when the chairs are organised in 7 rows of 5 by counting in fives).

Science:	<ul style="list-style-type: none"> - Materials: - Everyday materials and their uses - Sorting/classifying materials - Changing state <p>Living things and their habitats</p> <ul style="list-style-type: none"> - explore and compare differences between things that are living, dead and things that have never been alive; - 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. - 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; <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats;</p>	
History:	Research key women in history. Create a timeline showing key events during Elizabethan and Victorian times. Find out about the role that Florence Nightingale/ Mary Seacole played during the Crimean war.	Create a timeline of pioneers included within this unit. Find out about key people within history including: Neil Armstrong/Buzz Aldrin, Rail pioneers, Isambard Kingdom Brunel, Reformers including Dr Barnardo and Lord Shaftesbury. Research the lives of children during Victorian times.
Geography:	Use maps and atlases to identify countries that formed the British Empire ruled by Queen Victoria.	Research railways and bridges of the UK. Use maps to identify where Victorians went on holiday.
DT:	Design a menu for an Elizabethan banquet. Build a model of a castle. Mechanisms - Fairground Wheel	Food - A balanced diet
Computing:	<p>Computing systems and networks – IT around us</p> <p>To recognise:</p> <ul style="list-style-type: none"> - the uses and features of information technology - that choices are made when using information technology - <p>To identify:</p> <ul style="list-style-type: none"> - the uses of information technology in the school - information technology beyond school <p>To explain:</p> <ul style="list-style-type: none"> - how information technology helps us - how to use information technology safely 	Use ICT to record space music and create a video clip to accompany the soundscape. Create a power point presentation about a pioneer. Creating media – Digital photography <ul style="list-style-type: none"> - To use a digital device to take a photograph - To make choices when taking a photograph - To describe what makes a good photograph - To decide how photographs can be improved - To use tools to change an image - To recognise that photos can be changed
Music:	<ul style="list-style-type: none"> - Learn and sing a popular Elizabethan song. - Play an accompaniment using instruments. <p>Charanga Unit: Hands, Feet, Heart</p>	Charanga Unit: Ho, Ho, Ho
Art:	Draw, sketch and paint animals in the style of Beatrix Potter.	Design, make and evaluate a Victorian seaside souvenir. Create own method of transport.
PE:	Gymnastics Games Unit 1 – Sending, receiving and travelling	Dance – African Dance Games Unit 2 – Sending, receiving and travelling
RSHE:	<p>Healthy & Happy Friendships</p> <p>What makes a happy friendship? Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.</p> <p>Video: Friends at first</p> <p>Key Vocabulary Happy, healthy, kindness, friend, friendship, share, smile, no, touch, uncomfortable, boundaries, personal, space, worries, help, trust, consent</p> <p>Lessons 1. What makes a happy friendship?</p>	<p>Similarities & Differences</p> <p>Strengths, abilities and stereotypes Exploring different strengths and abilities. Understanding and challenging stereotypes</p> <p>Video: What can you tell?</p> <p>Key Vocabulary Strengths, abilities, unique, gender, stereotype, qualities, similarity, difference, male, female, girl, boy</p> <p>Lessons 1. My strengths and abilities</p>

	2. Personal boundaries 3. Worries	2. Stereotypes 3. Whose job?
RE:	<u>How should we care for others and the world, and why does it matter?</u>	<u>Who is Jewish and what do they believe?</u>
Spanish:	Animals •Recognise, recall, and spell up to ten animals in Spanish with their correct indefinite article/determiner. •Understand better that articles/determiners have more options in Spanish than they do in English. •Use and become more familiar with the high-frequency 1st person conjugated verb 'soy' (I am), from the infinitive verb 'ser' (to be).	