

## Y2 Autumn Overview

Writing	Maths
<p><i>Genres covered:</i> Recount, Instructions, Changing a Story, Post Card, Setting Description, Character Description, Poetry.</p> <p><i>Cross curricular:</i></p> <p>Information Text – linked to Great Fire of London topic.</p> <p>Fact File- Samuel Pepys.</p> <p>Non-fiction diary- linked to the Great Fire of London topic.</p> <p><i>Other focus:</i></p> <p>Varied connectives, varied sentence openers, handwriting (Berol scheme).</p>	<p><i>Objectives:</i></p> <p><b>Place Value (within 100)</b></p> <p>Numbers to 20.</p> <p>Count objects to 100 by making 10s.</p> <p>Recognise tens and ones.</p> <p>Use a place value chart.</p> <p>Partition numbers to 100.</p> <p>Write numbers to 100 in words.</p> <p>Flexibly partition to 100.</p> <p>Write numbers to 100 in expanded form.</p> <p>10s on the number line to 100.</p> <p>10s and 1s on the number line to 100.</p> <p>Estimate numbers on a number line. Compare objects.</p> <p>Compare numbers.</p> <p>Order objects and numbers.</p> <p>Count in 2s, 3s, 5s &amp; 10s.</p> <p><b>Addition and subtraction</b></p> <p>Bonds to 10.</p> <p>Fact families – Addition and subtraction bonds to 20.</p> <p>Related facts.</p> <p>Bonds to 100 (tens).</p> <p>Add and subtract 1s.</p> <p>Add by making 10.</p> <p>Add three 1-digit numbers.</p> <p>Add to the next 10.</p> <p>Add across a 10.</p> <p>Subtract across 10.</p> <p>Subtract from a 10.</p> <p>Subtract a 1-digit number from a 2-digit number – across a 10.</p> <p>10 more and 10 less.</p> <p>Add and subtract 10s.</p> <p>Add two 2-digit numbers – not across a 10.</p> <p>Add two 2-digit numbers – across a 10.</p>
<p style="text-align: center;"><b>SPAG</b></p> <p><b>Ready to write</b></p> <p>Capital Letters</p> <p>Full stops, Question Marks and Exclamation Marks</p> <p>Recognising Common Nouns and Proper Nouns</p> <p>Recognising Sentences</p> <p>Recognising Sentences using Conjunctions</p> <p>Using Conjunctions in Sentences</p> <p><b>Commas</b></p> <p>Recognising Commas in a List</p> <p>Writing Lists</p> <p><b>Word Classes</b></p> <p>What are Nouns?</p> <p>What are Adjectives?</p> <p>Recognising Adjectives in Sentences</p> <p>Using Adjectives in Sentences</p> <p>Double Adjectives with Commas</p> <p>Adjectives After the Noun</p> <p><b>Conjunctions</b></p> <p>Using 'so', 'and', 'but' and 'or'</p> <p>Recognising 'because' and 'that'</p> <p>Using 'because' and 'that'</p> <p>Recognising 'when' and 'if'</p> <p>Using 'when' and 'if'</p>	

<p>Using 'because', 'that', 'when' and 'if'</p> <p><b>Sentence types</b></p> <p>Recognising Questions</p> <p>Using Questions</p> <p>Recognising Commands</p> <p>Using Commands</p>	<p>Subtract two 2-digit numbers – not across a 10.</p> <p>Subtract two 2-digit numbers – across a 10.</p> <p>Mixed addition and subtraction.</p> <p>Compare number sentences.</p> <p>Missing number problems.</p>
<b>Spelling</b>	<b>Geometry – properties of shape.</b>
<p>The 'j' sound spelled -dge.</p> <p>The 'j' sound spelled -ge.</p> <p>The 'j' sound spelled with a g.</p> <p>The 's' sound spelled c before e, i and y.</p> <p>The 'n' sound spelled kn and gn.</p> <p>The 'r' sound spelled wr.</p> <p>The 'l' or 'ul' sound spelled le.</p> <p>The 'l' or 'ul' sound spelled el.</p> <p>The 'l' or 'ul' sound spelled al.</p> <p>Words ending in -il.</p> <p>The long vowel i spelled y.</p> <p>The -es suffix with words ending y.</p>	<p>Recognise 2D and 3D shapes.</p> <p>Count sides on 2D shapes.</p> <p>Count vertices on 2D shapes.</p> <p>Draw 2D shapes.</p> <p>Lines of symmetry.</p> <p>Use lines of symmetry to complete shapes.</p> <p>Sort 2D shapes.</p> <p>Count faces on 3D shapes.</p> <p>Count edges on 3D shapes.</p> <p>Count vertices on 3D shapes.</p> <p>Sort 3D shapes.</p> <p>Make patterns with 2D &amp; 3D shapes</p>
<b>Reading</b>	
<p><i>Texts covered: Paddington Bear, Toby &amp; The Great Fire of London, The Great Fire of London: Anniversary Edition of the Great Fire of 1666.</i></p> <p><i>Objectives:</i></p> <p>Read the common exception words.</p> <p>Read words with contractions.</p> <p>Making inferences from the text based on what is said and done in the book.</p> <p>Predicting what might happen from what has been read so far.</p> <p>Retelling well known stories.</p> <p>Participating in discussions about books and listening to what others say.</p>	
<b>Geography</b>	<b>History</b>
<ul style="list-style-type: none"> <li>To identify where London is on a map of the UK.</li> <li>To identify the landmarks in London.</li> <li>To use simple map skills.</li> <li>To identify human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>To identify London past and present.</li> <li>To create a timeline for the Great Fire of London.</li> <li>To understand the events of the Great Fire of London.</li> <li>To find out why the fire spread so quickly and stayed alight.</li> <li>To find out about Samuel Pepys and his diary.</li> </ul>

	<b>PE</b>
	Dance Workington Reds planning Team games & multi-skills
<b>Science</b>	<b>RE</b>
<ul style="list-style-type: none"> <li>• To identify and name different materials.</li> <li>• To tell the difference between an object and the materials it is made from.</li> <li>• To describe the properties of everyday materials.</li> <li>• To identify which materials have certain properties.</li> <li>• To take part in an investigation.</li> <li>• To explore seasonal change.</li> </ul>	<ul style="list-style-type: none"> <li>• Who is Jewish and what do they believe?</li> <li>• To recognise objects that can be found in many Jewish homes.</li> <li>• What some of the words inside a mezuzah mean</li> <li>• That Jewish people believe in one God</li> <li>• Why a mezuzah is put on the doorposts of houses</li> <li>• Why Jewish people celebrate Shabbat</li> <li>• How Jewish people welcome Shabbat on a Friday night</li> <li>• How Jewish people both rest and pray at Shabbat</li> <li>• The story of Chanukah Jewish practices at Chanukah</li> <li>• How Jewish practices at Chanukah help Jews to reflect on important aspects of the story</li> </ul>
	<b>Computing</b>
	<b>Coding</b> <ul style="list-style-type: none"> <li>• To understand what an algorithm is and create a computer program using simple algorithms.</li> <li>• To create a program using a given design.</li> <li>• To understand the collision detection event.</li> <li>• To understand that algorithms follow a sequence.</li> <li>• To design an algorithm that follows a timed sequence.</li> <li>• To create a program using a given design.</li> <li>• To understand the function of buttons in a program.</li> <li>• To know what debugging means.</li> <li>• To understand the need to test and debug a program repeatedly.</li> <li>• To debug simple programs.</li> </ul> <b>Online Safety</b> <ul style="list-style-type: none"> <li>• To know how to refine searches using the Search tool.</li> <li>• To know how to share work electronically using the display boards.</li> <li>• To use digital technology to share work on Purple Mash to communicate and connect with others locally.</li> </ul>

	<ul style="list-style-type: none"> <li>To have some knowledge and understanding about sharing more globally on the Internet.</li> </ul>
<b>Art</b>	<b>Design Technology</b>
<ul style="list-style-type: none"> <li>To experiment with colour mixing.</li> <li>To investigate different lines including vertical, horizontal and curved lines.</li> <li>To Draw a London landmark using the techniques learnt.</li> </ul>	<ul style="list-style-type: none"> <li>To explore modern fire engines.</li> <li>To investigate wheels, axles and chassis.</li> <li>To be able to investigate ways of creating the body of a fire engine.</li> <li>To be able to design a fire engine.</li> <li>To be able to make a fire engine based on a design.</li> <li>To be able to evaluate a finished product.</li> </ul>
<b>Music</b>	<b>MFL</b>
<ul style="list-style-type: none"> <li>To sing, play and follow instructions to perform as a group.</li> <li>To describe music using simple musical vocabulary.</li> <li>To explore multiple ways of making the same sound.</li> <li>To represent the same sound in different ways.</li> <li>To describe how they have adapted a sound using musical vocabulary</li> <li>To contribute musically to a final performance.</li> <li>To create a piece that clearly represents a particular environment.</li> <li>To extend a piece of music so that it represents 3 distinct environment.</li> </ul>	<b>Language Angels</b> Fruits