Y2 Autumn Overview

Writing	Maths
Book based writing units based on: The Day the Crayon's Quit, Be More Bernard *Genres covered:* Persuasive Letters, Instructions, Narrative Retelling, Story Openings and Endings, Diary Entry, Factfile *Cross curricular:* Information Text – linked to Science (Living things: Microhabitats). Non-fiction diary entry - linked to History (What were schools like in the past).	*Objectives:* **Place Value (within 100)** Numbers to 20. Count objects to 100 by making 10s. Recognise tens and ones. Use a place value chart. Partition numbers to 100. Write numbers to 100 in words. Flexibly partition to 100. Write numbers to 100 in expanded form. 10s on the number line to 100. 10s and 1s on the number line to 100. Estimate numbers on a number line. Compare objects. Compare numbers. Order objects and numbers. Count in 2s, 3s, 5s & 10s.

SPAG	
Ready to write Capital Letters Full stops, Question Marks and Exclamation Marks Recognising Common Nouns and Proper Nouns Recognising Sentences Recognising Sentences using Conjunctions Using Conjunctions in Sentences **Commas** Recognising Commas in a List Writing Lists **Word Classes** What are Nouns? What are Adjectives? Recognising Adjectives in Sentences Using Adjectives in Sentences Double Adjectives with Commas Adjectives After the Noun **Conjunctions** Using 'so', 'and', 'but' and 'or' Recognising 'because' and 'that' Using ' because' and 'that' Recognising 'when' and 'if' Using 'when' and 'if'	**Addition and subtraction** Bonds to 10. Fact families – Addition and subtraction bonds to 20. Related facts. Bonds to 100 (tens). Add and subtract 1s. Add by making 10. Add three 1-digit numbers. Add to the next 10. Add across a 10. Subtract across 10. Subtract from a 10. Subtract a 1-digit number from a 2-digit number – across a 10. 10 more and 10 less. Add and subtract 10s. Add two 2-digit numbers – not across a 10. Add two 2-digit numbers – across a 10.

Using 'because', 'that', 'when' and 'if'

Sentence types

Recognising Questions

Using Questions

Recognising Commands

Using Commands

Subtract two 2-digit numbers – not across a 10.

Subtract two 2-digit numbers – across a 10.

Mixed addition and subtraction.

Compare number sentences.

Missing number problems.

Geometry – properties of shape.

Recognise 2D and 3D shapes.

Count sides on 2D shapes.

Count vertices on 2D shapes.

Draw 2D shapes.

Lines of symmetry.

Use lines of symmetry to complete shapes.

Sort 2D shapes.

Count faces on 3D shapes.

Count edges on 3D shapes.

Count vertices on 3D shapes.

Sort 3D shapes.

Make patterns with 2D & 3D shapes

Spelling

Little Wandle Spelling

Please see overview attached.

Reading

Texts covered: The Day the Crayon's Quit, Be More Bernard

Objectives:

Read the common exception words.

Read words with contractions.

Making inferences from the text based on what is said and done in the book.

Predicting what might happen from what has been read so far.

Retelling well known stories.

Participating in discussions about books and listening to what others say.

Geography

Would you prefer to live in a hot or cold place?
- To name and locate the seven continents.
- To locate the North and South Poles.
- To locate the Equator on a world map.
- To compare the UK and Kenya.
- To investigate local weather conditions.
- To identify key features of hot and cold places.

History

How was school different in the past?
- To find out how schools have changed over time.
- To investigate what school was like in the past.
- To investigate what schools were like in the 1900s.
- To compare a modern classroom with a classroom 100 years ago.
- To compare three periods of time.
- To express a personal response to history.

PE

Dance

Workington Reds planning

Team games & multi-skills

Science	RE
Living things: Habitiats • To identify some of the characteristics of living things. • To recognise the difference between things that are alive, were once alive or have never been alive. • Working scientifically: To classify objects into groups. • To identify plants and animals in different habitats. • To identify how a habitat provides animals and plants with what they need to survive. • Working scientifically: To carry out research to find answers to questions. • To recognise how animals and plants depend on each other. • To recall how animals get their food from plants and other animals. **Living things: Microhabitats** • Working scientifically: To classify a variety of minibeasts. • Working scientifically: To recognise how scientists answer questions. • To recognise that living things live in habitats to which they are suited. • Working scientifically: To gather and record data to answer a question. • Working scientifically: To ask questions and plan how to carry out an experiment. • Working scientifically: To carry out an experiment and record data in a table. • To identify a variety of flowering plants. • Science in action: To understand the role of a botanist.	**Why do we need to give thanks?** • To identify and discuss big questions. • To identify how and why some people say thank you. • To appreciate why harvest is an important time to express gratitude. • To identify some of the ways and reasons Hindus and Christians might show their gratitude to God. • To describe how and why some Hindus use puja to express gratitude to God. • To describe how Christian worship songs are used to express gratitude to God. **What do candles mean to people?** • To express and compare ideas about the meaning of candles. • To recognise why candles are used to represent stories and beliefs. • To know that the festival of Diwali can be celebrated in different ways. • To know how some Christian followers might celebrate Advent. • To understand why candles are used during Hanukkah. • To understand what candles mean to people.

Computing

Coding
- To understand what an algorithm is and create a computer program using simple algorithms.
- To create a program using a given design.
- To understand the collision detection event.
- To understand that algorithms follow a sequence.
- To design an algorithm that follows a timed sequence.
- To create a program using a given design.
- To understand the function of buttons in a program.
- To know what debugging means.
- To understand the need to test and debug a program repeatedly.
- To debug simple programs.

Online Safety

- To know how to refine searches using the Search tool.
- To know how to share work electronically using the display boards.
- To use digital technology to share work on Purple Mash to communicate and connect with others locally.
- To have some knowledge and understanding about sharing more globally on the Internet.

Art	Design Technology

Drawing: Telling a story
- To develop a range of mark making techniques.
- To explore and experiment with mark-making to create textures.
- To develop observational drawing.
- To understand how to apply expressions to illustrate a character.
- To develop illustrations to tell a story.

Structures: Baby Bear's chair

- To make a structure according to design criteria.
- To explore the concept and features of structures and the stability of different shapes.
- To understand that the shape of the structure affects its strength.
- To produce a finished structure and evaluate its strength, stiffness and stability.

Music	PSHE

West African call & response song
- To create short sequences of sound.
- To copy a short rhythm.
- To learn a traditional song from Ghana.
- To create rhythms based on call and response.
- To add dynamics (volume) to a structure of rhythms.

Families and Relationships
- To begin to understand the role of the family in their lives
- To begin to understand the range of families they may encounter now and in the future
- To recognise how others show feelings in different ways and how to respond
- To begin to understand that some friendships might make us feel unhappy and how to deal with this
- To begin to understand the conventions of courtesy and manners
- To begin to understand how loss and change can affect us
- To develop an understanding of stereotypes and how these might affect job/career choices

Little Wandle Spelling

Year 2 Autumn 1
Phase 5 review

	Coverage	Tricky words
Week 1	/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	people eye whole
Week 2	/oo/ /yoo/ oo u u-e ew ue ou ui /air/ air are ear ere /ur/ er ur ir or ear /ow/ ou ow	through improve move prove shoe two who beautiful their parents
Week 3	/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	thought sure
Week 4	/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	once again any many friend busy pretty because laugh**
Week 5	ie /ee/ /igh/ y /ee/ /igh/ /i/ ea /ee/ /e/ /ai/ a /a/ /ai/ /or/	friend

*The grapheme 'ture' makes the /ch/ sound but has a slight schwa 'uh' at the end.
**'laugh' is included as a tricky word with an unusual spelling for /a/, but please note regional pronunciations vary.

Year 2 Autumn 2
Bridge to spelling

	Coverage
Week 1	What do I need to know to think about spelling? How do I use the Complete the code chart to help me to spell?
Week 2	Why do I double letters at the end of words? Why do I double letters in some longer words ending in -er?
Week 3	Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'?
Week 4	When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing?
Week 5	Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?