Year 2 Term 1 Overview

WRITING

Based on: *'*Stick Man', 'Story Soup', 'Be More Bernard'

Genres covered:

Narrative, Retelling, Expanding, Rhyming, Postcard, Sequences, Narrative Sequel, Instructions, Fact File, Character Description, Poetry

Cross curricular:

Information Text – linked to Science (Living things: habitats)

Non-fiction Diary Entry - linked to History (What were schools like in the past)

SPAG

Ready to write

Capital letters

Full stops, question marks and exclamation marks

Recognising common nouns and proper nouns

Recognising sentences

Recognising and 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 and double adjectives with commas

Adjectives after the noun

Conjunctions

Using 'so', 'and', 'but' and 'or'

Recognising and using 'because' and 'that'

Recognising and using 'when' and 'if'

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

Sentence types

Recognising and using questions and commands

MATHS

Place Value (within 100)

Numbers to 20

Count objects to 100 by making 10s

Recognise tens and ones

Use a place value chart

Partition and flexibly partition numbers to 100

Write numbers to 100 in words and in expanded form

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

Addition and Subtraction

Bonds to 10

Fact families – addition and subtraction bonds to 20

Bonds to 100 (tens)

Add and subtract 1s and add by making 10

Add three 1-digit numbers

Add to the next 10 and add across a 10

Subtract across and from a 10

Subtract a 1-digit number from a 2-digit number – across a 10

10 more and 10 less and add and subtract 10s

Add two 2-digit numbers – across and not across a 10

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

Mixed addition and subtraction

Compare number sentences and missing number problems

Geometry: Properties of Shape

Recognise and sort 2D and 3D shapes

Count sides and vertices on 2D shapes

Draw and sort 2D shapes

Lines of symmetry and use lines of symmetry to complete shapes

Count faces, edges and vertices on 3D shapes

Make patterns with 2D & 3D shapes

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READING	SPELLING
***Texts covered**:* Stick Man, Story Soup, 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	Little Wandle Spelling (Please see overview attached)
GEOGRAPHY	**HISTORY**
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	**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

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SCIENCE	RE
Living things: Habitats • 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

ART

Drawing – Understanding tone and texture

- To explore drawing techniques using a range of materials
- To explore and describe texture through touch and rubbings
- To develop tonal shading skills using control and pressure
- To develop an initial sketch for an observational drawing
- To use tone and texture to create an observational drawing

MUSIC

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

Instruments - Story Telling

- To explore listening and analysing a piece of music in relation to a story
- To explore how music and sound effects can tell a story
- To select appropriate sounds to match events, characters and feelings in a story
- To suggest appropriate sounds to represent parts of a story
- To perform a composition showing changes in tempo and dynamics

DESIGN TECHNOLOGY

Mechanisms - Fairground Wheel

- To explore wheel mechanisms and design a fairground wheel
- To select materials with appropriate properties
- To build and test a moving wheel
- To conduct a simple survey to gather opinions
- To finish and evaluate a structure with a rotating wheel

Year 2 Term 1 Overview

PE	PSHE
Multi-skills • I am beginning to provide feedback using key words • I am beginning to turn and jump in an individual skipping rope • I can describe how my body feels during exercise • I can show balance when changing direction • I can show hopping, skipping and jumping movements with some balance and control • I can work co-operatively with a partner and a small group • I show balance and co-ordination when running at different speeds **Dance** • I am beginning to provide feedback using key words • I can copy, remember, repeat and create dance phrases • I can describe how my body feels during exercise • I can show a character and idea through the actions and dynamics I choose • I can use counts to stay in time with the music • I can work with a partner using mirroring and unison in our actions • I show confidence to perform	**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 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 **Health and Wellbeing** • Describe how they would feel in a particular situation and understand that not everyone feels the same • Understand the effect of physical activity on their body and mind • Describe energetic physical activities that they enjoy • Describe the positive effects of relaxation and know there are different ways to relax and know how to use breathing exercises to relax • Recognise and describe what they are good at and what skills they would like to develop • Create a complete ladder detailing steps which work towards a goal • Explain what a growth mindset is and use strategies to stay calm • Explain that a healthy diet is when we eat a balance of the right foods, describing some consequences that may arise from poor diet choices • State what ingredients they can see on a dish and compare them with the food pyramid • Understand what helps to keep teeth healthy