



Year 2 – Learning Overview Autumn
Topic: We Should Have Checked the Weather



ENGLISH

Focus on handwriting (Kinetic Letters) – letter formation and pencil hold

Discuss and clarify the meaning of words, linking new meanings to known vocabulary

Continue to apply phonic knowledge and skills to decode words and blend sounds in unfamiliar words

Accurately read texts that match their developing phonic knowledge

Re-read texts to build up fluency and confidence

Check that a text makes sense as they read and to self-correct

Participate in discussions about books, poems and other texts that are read to them, explaining their understanding and expressing their views

Become increasingly familiar with and to retell a wide range of stories and traditional tales

Discuss the sequence of events in books and how items of information are related

Make inferences on the basis of what is being said and done

Predict what might happen on the basis of what has been read so far in the text

Continue to build up a repertoire of poems learned by heart, reciting them with appropriate intonation to make the meaning clear

Recognise that non-fiction books are often structured in different ways

Write narratives about personal experiences and those of others, real events and simple poetry

Plan what they are going to write about

Make simple additions, revisions and corrections to their own writing with the teacher and other pupils

Re-read to check that their writing makes sense and to check for errors in spelling, grammar and punctuation.



MATHS

Count to 100. Read and write numbers to 100.

Compare and arrange numbers within 100.

Make and complete number patterns

Count 2, 3 and 5 from 0.

Extend the language of addition and subtraction to include sum and difference.

Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.

Add and subtract numbers using an efficient strategy, explaining their method verbally using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones, a two-digit number and tens, two two-digit numbers, add three one-digit numbers.

Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships.

Recall and use addition and subtraction facts to 20 to become fluent in deriving associative facts (e.g. $10 - 7 = 3$, $100 - 70 = 30$) and derive and use related facts up to 100.

Add numbers without renaming.

Add numbers with renaming.

Subtract numbers without renaming.

Subtract numbers with renaming.

Add three numbers. Draw models for different situations.

2, 5 and 10 times table. Write multiplication equations.

Divide a number by 2, 5 and 10. Write multiplication and division equations.

Write a family of multiplication and division facts.

Recognise odd and even numbers.

Solve word problems using the 2, 5 and 10 times tables. Solve word problems involving multiplication and division.



SCIENCE Explore and compare the differences between things that are living, dead and things that have never been alive 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 Identify and name a variety of plants and animals in their habitat, including micro-habitats Describe how animals obtain food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food	GEOGRAPHY Name and locate the world's seven continents and 5 oceans Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use simple compass directions and locational and directional language to describe the location of features and routes on a map Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied in Key Stage 1.
HISTORY Learn about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods: Edmund Hilary (mountaineer and explorer) Robert Falcon Scott (explorer of the Antarctic regions) Begin to identify old and new things across periods of time through pictures, photographs and objects Begin to understand that some things change and some things nearly stay the same Start to understand that during the same period of time, life was different for people in the past (such as rich and poor, male and female)) Identify that some things within living memory are similar and some things are different Recognise some similarities and differences between the past and the present Identify similarities and differences between ways of life in different periods	ART Use a range of materials creatively to design and make products Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space Learn about the work of Andy Goldsworthy, making links to their own work
COMPUTING Have a clear understanding of algorithms as sequences of instructions. Develop skills in using Scratch Desktop to convert simple algorithms to programs. Make predictions, spot and fix (debug) errors in a simple program. Develop skills in using logical reasoning to make predictions of what a program will do. Learn to test these predictions and think critically about computer games and their use. Learn to be aware of how to use games safely and in balance with other activities.	MUSIC (What Can I Hear) Further exploration of sounds, pulse and rhythm. Deepen development of listening skills. Further exploration of collaborative learning through live performance. Continue to build self-confidence and self-esteem through live performance. Deepen understanding about sequences and how they are used in music. Embed previous learning about (2/4 and 4/4). Introduce simple triple (3/4) time with German language song. Playing untuned percussion instruments to musical backings in 2/4, 3/4 and 4/4

Online safety: Understand how to communicate kindly online. Be able to communicate safely with people we don't know.	times. Learning about the string family and recognising the 'Timbre' (sounds) these instruments produce. Incorporate songs and musical activities into the wider curriculum. Revisit learning on the 'Christmas Story'. Audition for lead acting, singing and dancing parts in KS1 Christmas Nativity / production. Rehearse, prepare and perform collaboratively.
RELIGIOUS EDUCATION Theology Why is light an important symbol for Christians, Jews and Hindus? What does the nativity story teach Christians about Jesus? Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. Recognise different types of writing from within one text. Recognise that some beliefs connect together and begin to talk about these connections. Give different examples of how beliefs influence daily life.	PHYSICAL EDUCATION Focusing on the fundamental moving skills, encourage a range of movements and travelling techniques with a ball, using the hands and feet Develop controlling, receiving and catching techniques Develop a range of throwing techniques and passing skills Introduce a range of skills and techniques to support individuals understanding of accuracy when passing, dribbling and striking Engage in mini festivals and display appropriate behaviours and understanding of rules Perform controlled balances and shapes Isolate body parts and link balances and movements to travel Work in small groups to form gymnastics sequences to travel Introduce climbing equipment to enhance confidence with controlled hanging and climbing techniques
PSHE Being me in my world: I can identify some of my hopes and fears for this year I understand the rights and responsibilities for being a member of my class and school I can listen to other people and contribute my on ideas about rewards and consequences I can recognise the choices I make and understand the consequences Celebrating difference: I am starting to understand that sometimes people make assumptions about boys and girls(stereotypes) I understand that bullying is sometimes about difference I can recognise what is right and wrong and know how to look after myself I know some ways to make new friends I can tell you some ways I am different from my friends	FOREIGN LANGUAGES Recognise the French flag Locate French speaking counties on a map Say and write a greeting in French. Say 'my name is...' in French. Say how I am feeling in French. Count from 1 to 10 Identify and name animals including polar animals Label an animal. Say which animal you like best. Listen to and join in with a rhyme in French. Listen to, understand and join in with a story in French. Name some animals when there are more than one. Listen to, enjoy and join in with 'La Danse des Pingouins' Make a Christmas card and sing a Christmas song
DESIGN AND TECHNOLOGY Follow procedures for safety Use a range of materials and components, including construction materials, textiles, food ingredients and mechanical components Measure, mark out, cut and shape materials and components Assemble, join and combine materials and components Use finishing techniques, including those from art and design	

