

Year 2 Autumn One Learning Overview 2023

Topic: All About Me / Healthy Lifestyles

Key Text: Supertato by Sue Hendra

Additional Texts: The World Came to my Place Today by Jo Readmand and Ley Honor Roberts, Coming to England by Floella Benjamin, Little Leaders: Bold Women in Black History by Vashti Harrison - Bessie Coleman (Page 24)

Key Curriculum Drivers: PSHE / Science: Healthy People & Eating. Geography / PSHE: Food around the world. Harvest.

Trips: Doctor/Firefighter/Nurse (Parent Visitors), Food bank / Church

Significant People: Real life superheroes: Marcus Rashford, Bessie Coleman, Baroness Floella Benjamin

Key Dates

<u>Monday 4th September</u> Inset Day	<u>Friday 15th September</u> Rosh Hashanah	<u>Friday 22nd September</u> Car Free Day	<u>Monday 25th September</u> Yom Kippur	<u>Thursday 5th October</u> Year 2 Curriculum Morning		<u>Tuesday 17th October</u> Harvest Assembly <u>Friday 20th October</u> Last Day
--	---	--	--	--	--	---

Homework

	Sent Out: 11th September Due: 28th September			Sent Out: 28th September Due: 19th October		
--	---	--	--	---	--	--

Subject	Week 1 4th September - 8th September	Week 2 11th September - 15th September	Week 3 18th September - 22nd September	Week 4 25th September - 29th September	Week 5 2nd October - 6th October	Week 6 9th October - 13th October	Week 7 16th October - 20th October
English/ Speaking and Listening/ Drama/ Writing	All About Me (Assessment Piece) English Book Cover - My Favourite Story	<u>Supertato</u> <ul style="list-style-type: none"> To predict what will happen on the basis of what has been read so far 	<u>Supertato</u> <ul style="list-style-type: none"> To use adjectives To use capital letters and full stops 	<u>Supertato</u> <ul style="list-style-type: none"> To read most words quickly and accurately without overt sounding and blending 	<u>Supertato</u> <ul style="list-style-type: none"> To use adjectives To use capital letters and full stops 	<u>Supertato</u> <ul style="list-style-type: none"> To write a narrative as a class To write sentences to 	<u>Supertato</u> <ul style="list-style-type: none"> To make simple additions and revisions to my writing by rereading to

		<ul style="list-style-type: none"> To write more than one sentence about an idea To create a display for Supertato, identifying key vocabulary 	<ul style="list-style-type: none"> To begin to leave spaces between my words To use 'and' and 'because' or 'but' to join words and clauses 	<ul style="list-style-type: none"> To show understanding of what they have read To create my own superhero 	<ul style="list-style-type: none"> To begin to leave spaces between my words To use 'and' and 'because' or 'but' to join words and clauses To plan a short narrative To change the ending of a story using your superhero 	form a narrative	check it makes sense.
	<p><u>Writing skills</u></p> <p>To say what I want to write before I write it</p> <p>To write more than one sentence about an idea</p> <p>To write sentences in sequence to make short narratives</p> <p>To use capital letters and full stops in some of my sentences</p> <p>To segment and blend spoken words and spell some correctly</p> <p>To make good attempts at spelling using phonic knowledge</p> <p>To spell some common exception words</p> <p>To form lower case letters in the correct direction starting and finishing in the right place</p> <p>To form lower case letters which are the right size in some of my writing</p> <p>To predict what will happen on the basis of what has been read so far</p> <p>To use adjectives</p> <p>To begin to leave spaces between my words</p> <p>To use co-ordination (and/but) to join clauses</p> <p>To use some subordination (because) to join clauses</p> <p>To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary</p> <p>To write simple narratives, which make sense, using my own or others experiences (real or fictional)</p> <p>To make simple additions and revisions to my writing by rereading to check it makes sense</p>						
English / Phonics	Assessments	Year 1, Summer 1, Week 1	Year 1, Summer 1, Week 2 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 1)	Year 1, Summer 1, Week 3 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 2)	Year 1, Summer 1, Week 4 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 3)	Year 1, Summer 1, Week 5 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 4)	Year 1, Summer 1, Week 6 Assess <u>Keep Up</u> Phase 2, 3, 4 (Assessment)

SPaG		Nouns	Vowels and Consonants	Demarcating Sentences	Forming Nouns using -ness	Punctuating Sentences	
English / Handwriting	Introducing and Practising letter families: coadgfsqe (set 1)	Introducing and Practising letter families: iltjuy (set 2)	Introducing and Practising letter families: bhkmnp (set 3)	Introducing and Practising letter families: vwxyz (set 4)	Introducing break letters	Unit 14 – Practising consistent size and height of small letters	
Maths	<p>Maths Book Cover- Repetitive Pattern</p> <p><u>Place Value</u></p> <ul style="list-style-type: none"> Counting forwards and backwards within 20, 50 and 100 (1:1 assessment) Numbers to 20 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Count objects to 100 by making 10s Recognising tens and ones Using a place value chart Partitioning numbers to 100 Write numbers to 100 in words 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Flexibly partition numbers 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 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Compare objects Compare numbers Order objects and numbers Count in 2s, 5s and 10s Count in 3s 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Place Value Assessment <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Bonds to 10 Fact Families - addition and subtraction bonds within 20 Related facts 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Bonds to 100 (tens) Add and subtract 1s Add by making 10 Add three 1-digit numbers 	<p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add to the next 10 Add across a 10 Subtract across a 10 Subtract from a 10 Subtract a 1-digit number
Mastering Number	<p><u>Week 1</u></p> <ul style="list-style-type: none"> Subitise dot images within 4 Make observations about the beads on the rekenrek Practise putting the rekenrek into the 'ready position' ('reds are ready to start') 	<p><u>Week 2</u></p> <ul style="list-style-type: none"> Recall bonds of 5 Explore the ways that 10 can be composed of two parts. Explore the ways that 10 can be composed of two parts, relating this to bonds of 5 	<p><u>Week 3</u></p> <ul style="list-style-type: none"> Recap the composition of 6, 7, 8 and 9 as '5 and a bit' Identify the missing part of 6, 7, 8 and 9 if 5 is a part. Compose 6, 7, 8 and 9 as '5 and a bit' Compare different representation 	<p><u>Week 4</u></p> <ul style="list-style-type: none"> See that each number on a number track is 1 more than the number before it Identify given numbers on a track in response to clues including the words 'before' and 'after' 	<p><u>Week 5</u></p> <ul style="list-style-type: none"> Group objects into 2s (pairs) and identify when there is an odd one out Explore the 'shapes' made by odd and even numbers Skip count in 2s to 10 from 0 and from 1 	<p><u>Week 6</u></p> <ul style="list-style-type: none"> Explore ways in which 6 counters can be arranged Describe the parts that they can see within 6 Experience different arrangements of 6 and identify arrangements 	

	<ul style="list-style-type: none"> • Subitise dot images within 5 • Practise moving beads 'into play' using only 'one push' • Subitise images of rekenrek beads within 5 • Practise 'making 5' on the rekenrek • Subitise images of rekenrek beads within 5 • Practise 'making 5' on the rekenrek 	<ul style="list-style-type: none"> • Identify the missing parts of 10 • Reason about bonds of 10 in relation to bonds of 5 • Recall and reason about bonds of 10 	<ul style="list-style-type: none"> • s of the numbers 6–9. • Conceptually subitise 6, 7, 8 and 9 • Solve missing addend questions where 5 is a known addend • Practise (if necessary) making the numbers 6, 7, 8 and 9 with 5 as a part • Apply the composition of 6–9 to missing addend/sum questions. 	<ul style="list-style-type: none"> • Identify given numbers on a track in response to clues including the words 'before', 'after' and 'between' • Identify given numbers on a track in response to clues including the words 'before,' 'after' and 'between' • Identify key features of a number line • Make equally spaced marks on number lines • To use the word 'midpoint' to describe the position of 5 in relation to 0 and 10 on a marked number line • Use the midpoint on a number line to place given numbers 	<ul style="list-style-type: none"> • Add 2 to even numbers and see that this gives the next even number • Skip count in 2s to 10 from 0 and from 1 • Add 2 to odd numbers and see that this gives the next odd number 	<ul style="list-style-type: none"> • that do NOT show 6 • Identify 'how many more' are needed to make 6 • Describe the parts they can see within 6 using different arrangements • Work systematically to find all the ways that 6 can be composed of two parts • Describe the parts they can see within 6 using different arrangements • Complete missing addend equations for 6 	
PSHE	<p>Classroom rules and learning behaviours</p> <p>Zones of Regulation</p>	To recognise and describe different feelings in themselves and others	To recognise that feelings change and that not everyone experiences the same feelings in the same situation	To recognise big feelings and know how to manage them	DT WEEK	To recognise big feelings and know how to manage them	

<div>RE</div> <div>Special Places/ Places of worship</div>	To revisit prior learning about their own special places.	To know the name of sacred places for different religions	<div>To know the name of sacred places for Christians</div> <div>To describe a place of worship e.g. what you might see in them and what happens there</div>	<div>To know the name of sacred places for Muslims.</div> <div>To describe a place of worship e.g. what you might see in them and what happens there</div> <div>To compare features of two places of worship (church and Mosque)</div> <div>To understand why they are important to religious people e.g. how they make them feel</div>	DT WEEK	<div>To know and understand that religious people also have special places at home to worship - Link to Islam - praying 5 times a day - the workplace may have to allow you a space - Prayer mat/ facing Mecca</div> <div>To describe features of a sacred place in the home</div>	<div>Assessment</div> <div>What have we learnt about special places of worship?</div>
Geography / History		<div>Where in the world has our food come from?</div> <div>Identify the origins of a range of foods/products and locate them on a world map. What do they notice about where the food/products comes from? How much of it is 'imported'?</div>	<div>How is our food produced?</div> <div>Identify natural /farmed /processed ingredients/foods</div>	<div>Where has our food been imported from?</div> <div>Recall previous learning about climate zones and hemispheres (Yr 1)</div>	<div>Where does a chocolate’s journey start?</div> <div>Identify origins of natural foods from a range of sources, locate and describe journeys (distance, types of transport) to the UK.</div>	<div>How do we travel in our local area?</div> <div>Record and interpret data about food miles, and make links with previous learning about transport to suggest reasons why some feel we should reduce this/eat more local foods</div>	<div>Identify/locate locally produced food on a map, or...</div> <div>Devise and try recipes from British produced ingredients</div>

Science	What do we know about the basic needs of animals and humans	<p>To find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>	<p>To find out and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: Gathering and recording data.</p>	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: Identify and classify. (Link with DT)</p>	DT WEEK	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p> <p>Working Scientifically: carry out a simple test and record evidence in a prepared table.</p>	<p>To describe the importance for humans of exercise, eating the right amount of different types of food, and hygiene.</p>
Art and Design Drawing and Collage	<p>To explore ideas and use their imagination in response to an artist's work</p> <p>(small scale individual work)</p>	<p>To explore ideas and use their imagination in response to a designer's work</p> <p>To manipulate a shape through having lots of ideas</p>	To observe and draw fruit and veg focusing on shape and colour.	To observe and draw fruit and vegetables, focusing on texture/details	To tear, overlap and assemble shapes from paper to create a picture of a scene.	To tear, overlap and assemble shapes from paper to create a picture of a scene.	<p>To explore ideas and use their imagination in response to an artist's work</p> <p>(large scale collaborative work)</p>
Design and Technology Kapow				<p><u>Week 5: DT Week</u></p> <p>To know what makes a balanced diet (Link with Science in Week 4)</p> <p>To taste test food combinations</p> <p>To design a healthy wrap</p> <p>To make a healthy wrap</p>			
Computing	Topic Book Cover - My Favourite Place (Purple Mash)			To recognise the parts of a computer	DT WEEK	To recognise how technology is controlled	To understand the role of computers

<p>PE</p> <p>Class Teachers: Fitness</p> <p>APP: Fundamentals</p>	<p><u>Fitness</u> To learn how to run for longer periods of time.</p> <p><u>Fundamentals</u> To explore how the body moves when running at different speeds.</p>	<p><u>Fitness</u> To develop co-ordination and timing when jumping in a long rope.</p> <p><u>Fundamentals</u> To develop changing direction and dodging.</p>	<p><u>Fitness</u> To develop co-ordination in individual skipping.</p> <p><u>Fundamentals</u> To develop balance, stability and landing safely.</p>	<p><u>Fitness</u> To develop stamina and change of direction.</p> <p><u>Fundamentals</u> To explore and develop jumping, hopping and skipping actions.</p>	<p><u>Fitness</u> To explore exercises to develop strength.</p> <p><u>Fundamentals</u> To develop co-ordination and combining jumps.</p>	<p><u>Fitness</u> To develop agility, balance and co-ordination.</p> <p><u>Fundamentals</u> To develop combination jumping and skipping in an individual rope.</p>	<p><u>Fitness</u> Assessment</p> <p><u>Fundamentals</u> Assessment</p>
<p>Music</p>	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “What a journey” by reading the words first, talk about the meaning, then sing the song line by line. 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “Harvest samba” by reading the words first, talk about the meaning, then sing the song line by line. • Explain the importance of correct vocal technique for this song, which is staccato, short and crisp as it has a fast tempo with a lot of words. 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “Autumn says hello” by reading the words first, talk about the meaning, then sing the song line by line. 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “A sharing day” by reading the words first, talk about the meaning, then sing the song line by line. 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “We can help” by reading the words first, talk about the meaning, then sing the song line by line. 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Talk about posture, relaxed shoulders, singing mouth and sound projection • Do a vocal warm-up • Learn “Thank you God” by reading the words first, talk about the meaning, then sing the song line by line. • Perform to an audience 	<p><u>Harvest Festival</u></p> <ul style="list-style-type: none"> • Performance in front of an audience