

Year 2 Autumn Two Term Overview 2023

Topic: Wings - Real and Imaginary

Key Text: Tell me a Dragon by Jackie Morris / The Snowman by Raymond Briggs

Additional Text: Amelia Earheart: Little People Big Dreams by Maria Isabel Sanchez Vegara / Little Leaders Bold Women in Black History by Vashti Harrison - Bessie Coleman (page 24)

Key Curriculum Drivers: Literacy - Fictional narratives and poetry / Humanities - plotting journeys on a world map and comparing transport from different eras.

Trips: RAF Museum

Significant People: Amelia Earhart, Amy Johnson, Bessie Coleman

Key Dates

<u>Monday 30th October</u> Inset Day- Data Dropping	<u>Tuesday 7th</u> Purple class parent consultations	<u>Mon 13th Nov</u> Diwali Dance Workshop/ RAF Museum Previsit	<u>w/b 20th Nov</u> Book Fair in school <u>Tues 21st & Thurs 23rd Nov</u> Parent consultations	<u>Tuesday 28th Nov</u> RAF Museum Trip <u>Thursday 30th Nov</u> Dragon Day	<u>Fri 8th Dec</u> Seasonal Fair	
<u>Fri 3rd Nov</u> Purple class parent drop-ins	<u>Thurs 9th and Fri 10th Nov</u> Maths workshop for parents	<u>Thurs 16th Nov</u> Parent drop-ins <u>Fri 17th Nov</u> Children in Need				

Homework

Phonic Homework Week 1 Sent Out: 3rd November Due: 23rd November	Phonic Homework Week 2	Phonic Homework Week 3	Phonic Homework Week 4 Sent Out: 24th November Due: 15th December	Phonic Homework Week 5	Phonic Homework Week 6	
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Subject	Week 1 30th October - 3rd November	Week 2 6th November- 10th November	Week 3 13th November- 17th November	Week 4 20th November- 24th November	Week 5 27th November- 1st December	Week 6 4th December- 8th December	Week 7 & 8 11th December- 21st December
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English/ Speaking and Listening/ Drama/ Writing	<u>Fireworks</u>	<u>Tell me a dragon</u>	<u>Tell me a dragon</u>	<u>Tell me a dragon</u>	<u>Tell me a dragon</u>	<u>Dragons/The Snowman</u>	<u>The Snowman</u>
	Lesson 1: Describe fireworks using adjectives, verbs and onomatopoeia	WOW - Find Dragon Egg & Read Story	(read different dragon poems in snack times)	Lesson 1: Introduce Dragon poem - Inside of me.	Lesson 1: Recount of visit to the RAF	Lesson 1: Missing Dragon Poster Assessment piece	Lesson 1: Look at a range of letters.
	To plan a narrative by writing down ideas/sentences/key words, including new vocabulary	Lesson 1: Wow and create display of dragon pictures and Magpie wow words	Lesson 1: To plan a description of a dragon Use a picture of a dragon, add their own adjectives, verbs and adverbs.	Lesson 2: Plan your own 'inside of me' poem.	Lesson 2: Acrostic Poems - Dragons. Look at a variety of acrostic poems. Brainstorm ideas. Lots of discussion. Write an acrostic poem as a class	To write sentences which make sense	To understand the layout and organisational features of a letter To identify key punctuation used in letters
	Lesson 2: Writing similes to describe fireworks	Lesson 2: My favourite dragon is...	Lesson 2: Writing a dragon description using their dragon plan.	Lesson 3: Write own poem To write simple narratives, which make sense, using my own or others experiences. <i>Assessment piece</i>	To understand the layout and organisational features of an acrostic poem	Lesson 2: WOW -. Dressed up as a snowman. Hot Seating - questions. Snowman.	Lesson 2: Write a letter to the snowman / another class to invite them to the Winter Party
	To write similes using keywords and expanded vocabulary	To write sentences about my favourite dragon using full stops and capital letters	To write simple narratives, which make sense, using my own or others experiences.	Lesson 4: Editing/Making 3D dragons to match poems To make simple additions and revisions to my writing by rereading to check it makes sense	Additional Dragon Day Activity: Create your own dragon and describe where it lives and what it can do- linked (dragon passports)	Lesson 3: To predict events and endings	To use punctuation that I have been taught, mostly correctly (capital letters, full stops, question marks and exclamation marks)
	Lesson 3: Write Firework poems Children work in pairs/ 3s to compose a verse verbally before writing a firework poem.	Lesson 3: Vocabulary building (adjectives). . Vocab building for nouns. Adjective grid - group work.	Lesson 3: To plan a description of a dragon from the story Tell me a dragon (nouns, adjectives and verbs)			Watch the video up to the point the snowman comes alive (5:42). https://www.youtube.com/watch?v=5A3THighARU What do you think is happening? - Making predictions - orally /speech bubbles	Lesson 3/4: Snowman Animation (link to computing)
	To write simple narratives, which make sense, using my own or others experiences	Lesson 4: Vocabulary building (verbs). Writing the adjectives and verbs around the dragon picture To plan a description of a dragon using verbs To use adverbs to describe verbs	Lesson 4: Describe dragons using similes from Tell me a dragon. To write a narrative using adjectives and verbs		Lesson 3: Acrostic Poem (paired/group)	Lesson 4: Generate questions for the snowman. Use question marks.	Lesson 5: Instruction writing To write a simple narrative, which makes sense, using my own or others experiences

	<p><u>Writing skills</u> To say what I want to write before I write it To write more than one sentence about an idea To write sentences in sequence to make short narratives To use capital letters and full stops in some of my sentences To segment and blend spoken words and spell some correctly To make good attempts at spelling using phonic knowledge To spell some common exception words To form lower case letters in the correct direction starting and finishing in the right place To form lower case letters which are the right size in some of my writing To predict what will happen on the basis of what has been read so far To use adjectives To begin to leave spaces between my words To use co-ordination (and/but) to join clauses To use some subordination (because) to join clauses To plan a narrative by writing down ideas/sentences/ key words, including new vocabulary To write simple narratives, which make sense, using my own or others experiences (real or fictional) To make simple additions and revisions to my writing by rereading to check it makes sense</p>						
English / Phonics	Year 1, Summer 2, Week 1 <u>Rapid Catch Up</u> Pre-Assessment	Year 1, Summer 2, Week 2 <u>Rapid Catch Up</u> Pre-Assessment	Year 1, Summer 3, Week 3 Plugging the Gaps - Assessments <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 1)	Year 1, Summer 4, Week 4 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 2)	Year 1, Summer 5, Week 5 <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 3)	Assess <u>Rapid Catch Up</u> Phase 2, 3, 4 (Week 4)	<u>Rapid Catch Up</u> Post Assessment
SPaG		Adjectives Writing a sentence	Compound Words	Adjectives with –er and –est Writing a sentence	Subordination He/she/it/they	Statements and Exclamations Scramble sentence	
English / Handwriting	Unit 1 – Practising joining to the top: ai	Unit 2 – Practising the join from the letter e: ee	Unit 3 – Practising joining from the letter l: ie	Unit 4 – Practising the horizontal join: oa	Unit 5 – Practising the size and height of letters: oo	Unit 6 – Practising joining from the letter o: oi	Unit 7 – Practising capital letters
Maths	<u>Addition and Subtraction</u> • Add and Subtract 10s	<u>Addition and Subtraction</u> • Subtract two 2-digit numbers (across a 10)	<u>Shape</u> • Recognise 2D Shapes • Recognise 3D Shapes	<u>Shape</u> • Draw 2-D shapes • Lines of symmetry on shapes	<u>Shape</u> • Count edges on 3-D shapes • Count vertices on 3-D shapes • Sort 3-D shapes	<u>Shape</u> • Make patterns with 2-D and 3-D shapes • Shape Assessment	<u>Consolidation Week</u> Revisit Place Value / Addition and Subtraction and Shape - Areas of difficulty

	<ul style="list-style-type: none"> Add two 2-digit numbers (not across a 10) Add two 2-digit numbers (across a 10) Subtract two 2-digit numbers (not across a 10) 	<ul style="list-style-type: none"> Mixed addition and subtraction Compare number sentences Missing Number problems Addition and Subtraction Assessment 	<ul style="list-style-type: none"> Count sides on 2-D shapes Count vertices on 2-D shapes 	<ul style="list-style-type: none"> Using lines of symmetry to complete shapes Sort 2-D shapes Count faces on 3-D shapes 		<ul style="list-style-type: none"> Autumn Term Assessment 	
Mastering Number		<u>Week 6</u> <ul style="list-style-type: none"> Identify ways in which 8 can be composed of two parts. Identify whether bonds of 8 are made of odd or even numbers Identify 'how many more to make 8'. Solve problems involving a missing part when 8 is the whole Recall bonds within 8. 	<u>Week 7</u> <ul style="list-style-type: none"> Practise recalling number bonds Compare numbers and use the language of 'greater than', 'more than', 'less than' and 'fewer than'. Compare numbers within 10 Compare numbers and use the language of 'greater than', 'more than', 'less than' and 'fewer than' (for countable objects). Compare numbers within 10 and use the language of 'greater than' and 'less than' 	<u>Week 8</u> <ul style="list-style-type: none"> Subitise dot Subitise patterns of 4, 5 and 6 Identify ways to make 7 Identify whether pairs of numbers that make 7 are both odd, both even, or odd and even. Practise recalling missing parts for 7. Identify pairs of numbers which sum to 7 Identify missing parts when 7 is the whole. Identify missing addends in equations where 7 is the sum. 	<u>Week 9</u> <ul style="list-style-type: none"> Identify whether a pattern shows 7 or NOT 7 Identify and record bonds of 9. Identify bonds of 9 using a 3-by-3 grid Read equations for 9 Identify the missing part to make 9. Identify the missing part to make 9 Identify the missing symbol in written statements. Identify whether a pattern shows 9 or NOT 9 Identify pairs of numbers that sum to 9 	<u>Week 10</u> <ul style="list-style-type: none"> Identify bonds of 10 on their fingers Reason about bonds of 10 using a rekenrek. Reason about bonds of 10 Identify whether bonds of 10 are composed of odd or even numbers Use the vocabulary related to a partitioning structure for 10. Reason about bonds of 10 Identify whether numbers that sum to 10 are odd or even. Identify whether numbers that 	

			<ul style="list-style-type: none"> • Read expressions using the inequality symbols ($<$ $>$). • Identify whether inequalities are true or false with reference to a number line • Interpret and represent inequalities such as $7 < 5 + 1$ on the rekenrek. 		<ul style="list-style-type: none"> • Reason about 9 using statements that include the symbols + and $<$ or $=$. 	<p>sum to 10 are odd or even</p> <ul style="list-style-type: none"> • Describe numbers within 1 to 9 in relation to 5 and 10 (e.g. "7 is 2 more than 5 and 3 less than 10"). 	
<p>PSHE</p> <p>Unit Focus: Health and well-being</p> <p>Living in the wider world</p>		<p>Health and well-being To know about the similarities and differences between males and females</p>	<p>Health and well-being To name the main parts of the body (including external genitalia)</p> <p>To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p>	<p>Health and well-being To know that some people have fixed ideas about what boys and girls can do</p>	<p>Trip to RAF Museum</p>	<p>Living in the wider world To know about spending money and understanding the importance of waiting for and checking change</p>	<p>Living in the wider world To know you have choices about spending and saving money, and that people may make different choices about how to save and spend money</p>

<p>RE</p> <p>Unit Focus: Celebrations</p>	<p>To discuss celebrations that are important to them e.g. family birthdays, sporting events, name days, new year etc.</p>	<p>To discuss religious celebrations and festivals that are important to them e.g. Christmas, Hanukkah, Eid, baptisms, weddings etc</p> <p>To discuss similarities and differences in what is celebrated, when and how</p>	<p>Diwali Story and Diwali Dance Workshop</p>	<p>To learn about Ramadan and how Eid is celebrated at home and in the community</p> <p>To understand the meaning behind Ramadan and Eid and why they are of religious importance to Muslims.</p> <p>To discuss the different feelings and emotions expressed through different religious festivals</p>	<p>Trip to RAF Museum</p>	<p>To listen to and discuss the Christmas story.</p> <p>To understand the meaning behind Christmas and why it is of religious importance to Christians.</p> <p>To discuss the different feelings and emotions expressed through different religious festivals.</p>	<p>To Identify similarities and differences in the way occasions are celebrated i.e. Christmas and Eid</p>
<p>Geography / History</p> <p>Big question: Where Did She Go?</p> <p>Unit Focus: The History of Flight</p>	<p>How can we travel from one country to another?</p> <p>To describe locations between places, including between UK + USA, and suggest appropriate modern transport</p>	<p>How do we travel in our local area?</p> <p>Field work: plan a trip to the local high street to complete a travel survey (Autumn 1)</p>	<p>Who was Ameila Earhart?</p> <p>To use a range of resources to find out information about Ameila Earhart</p>	<p>When were planes invented, who invented them and how have they changed?</p> <p>To add information to a timeline Compare transport from different times</p> <p>To describe some differences between the present and the past</p>	<p>History of Flight Trip to RAF Hendon</p> <p>To explore the history of Flight through trip and workshop</p> <p>To locate WW2 on a timeline, along with other inventions, to determine transport methods used</p>	<p>Who was Bessie Coleman?</p> <p>To use a range of resources to find out information about Bessie Coleman</p>	

Science Unit Focus: Animals, including humans Plants	To explore and compare the differences between things that are living, dead, and things that have never been alive. Working Scientifically: Observing closely, using simple equipment	To sort things that are living, dead, and things that have never been alive. To compare the characteristics of living things. Working Scientifically: Identify and classify. Observe and describe how seeds and bulbs grow into mature plants Plant bulbs this term as a class	To observe and investigate how humans have offspring which grow into adults Working Scientifically: Asking simple questions and recording findings	To find out how humans change as they grow into adults To create a timeline of human growth Working Scientifically: Using secondary sources to describe and illustrate characteristics Asking and answering questions	To match, sort and group animal offspring and their adult forms. Working Scientifically: Sorting, grouping and identifying their own criteria for sorting	To find out how animals change as they grow into adults. To research and create life cycles of animals Working Scientifically: Use simple secondary sources to find answers to a question	To find out how animals change as they grow into adults. To research and create life cycles of animals Working Scientifically: Use simple secondary sources to find answers to a question
	Art and Design Drawing and Painting	Fireworks WOW: To choose and use a variety of marks using chalk pastels. To begin to explore creating a sense of distance in a composition. To understand that objects closer to us look bigger and objects further away look smaller. To explore the effects of using high and low horizon lines.	To repeated a variety of marks to create 'textures' To use texture to add detail to an image.	To work from the imagination in response to dragon stories and models. To create an image with a textured surface. To select pastels or paints to add colour.	To work from the imagination to create a landscape that has a background, a foreground and a horizon line. To explore using Brusho as a watercolour on wet paper to create washes and texture.	To work from the imagination to create a landscape that has a background, a foreground and a horizon line. To explore using Brusho as a watercolour on wet paper to create washes and texture.	To cut out an image and place it on a background to complete a composition. To review their artwork and that of their peers and say what they think and feel about it.
Computing (Animations linked to Science)				Online Safety What happens when I post online?	Trip to RAF Museum	Life cycle Animation To use technology purposefully to create an animation. To save and retrieve digital content.	Life cycle/Snowman Animation To use technology purposefully to create an animation. To save and retrieve digital content.

<p>PE</p> <p>Class Teachers: Ball Skills</p> <p>APP: Gymnastics</p>	<p><u>Ball Skills</u> To be able to roll a ball to hit a target</p> <p><u>Gymnastics</u> To perform gymnastic shapes and link them together</p>	<p><u>Ball Skills</u> To develop coordination and be able to stop a rolling ball</p> <p><u>Gymnastics</u> To be able to use shapes to create balance.</p>	<p><u>Ball Skills</u> To develop technique and control when dribbling a ball with your feet</p> <p><u>Gymnastics</u> To be able to link travelling actions and balances using apparatus</p>	<p><u>Ball Skills</u> To develop control and technique when kicking a ball</p> <p><u>Gymnastics</u> To demonstrate different shapes, take off and landings when performing jumps.</p>	<p><u>Ball Skills</u> To develop coordination and technique when throwing and catching</p> <p><u>Gymnastics</u> To develop rolling and sequence building.</p>	<p><u>Ball Skills</u> To develop control and coordination when dribbling a ball with your hands</p> <p><u>Gymnastics</u> To develop sequence work on apparatus.</p>	<p><u>Ball Skills</u> Assessment</p> <p><u>Gymnastics</u> Assessment</p>
<p>Music</p> <p>Unit Focus: Instruments of the orchestra</p>	<p>To learn about the 4 families of the orchestra.</p>	<p>To learn about the string family of the orchestra.</p>	<p>To learn about the woodwind family of the orchestra.</p>	<p>To learn about the brass family of the orchestra.</p>	<p>To learn about the percussion family of the orchestra.</p>	<p>To make a shaker with things you can find in your house. Play orchestra quizzes.</p>	