



British Value: Mutual Respect




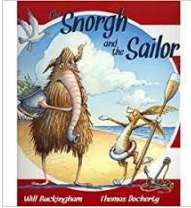


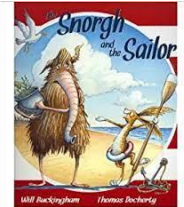
Christian Value: Wisdom



Year 2

Autumn 1

Half term Overview Ocean Adventures.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	To write an <b>adventure story</b> based on a familiar text.  <b>Text:</b> Lost and found <i>Independent write</i> - find an animal from a hot place (link to Geog)		To write an information poster.  <b>Text:</b> Follow the moon home/Somebody swallowed Stanley <i>Independent write</i> - produce an info poster. (Eco link plastic pollution) 	To write a <b>non-chronological report</b> about <b>Pirates</b> .  <i>Independent write</i> - A fact sheet about a famous Pirate		To write <b>poems</b> about the sea and sea creatures.  <b>Text:</b> Commotion in the ocean, Pirate crushers. <i>Independent write</i> - Acrostic poem about a sea animal.	To write a short story from a picture.   <b>Assessment</b> (link to Geog)
Guided Reading WC Poem - Rhyme of life by Michael Rosen.	 <b>Text:</b> The life of Jacques Cousteau <i>Independent write</i> - The life of Charles Darwin or David Attenborough. Guided group reads linked to book bands		W/C reads - Twinkl texts Oceans and continents. Follow the moon home (Eco Link) Guided group reads linked to book bands 		<b>Text:</b> Snorgh and the sailor. 	Twinkl texts about Charles Darwin and David Attenborough. Guided group reads linked to book bands	Guided group reads linked to book bands
SPaG	<b>Ready to write</b> Using capital letters for nouns and personal pronoun 'I' Nouns - person, place or object. How words combine to make a sentence.			Using commas to separate words in a list.	Using expanded non phrases to describe and specify (eg the blue butterfly)	Co-ordinating conjunctions - <i>and</i> or <i>but</i>	

	Using both familiar and new punctuation correctly Full stops, Capital letters, Exclamation marks, Question marks Using co-ordinating conjunctions to link sentences 'and'.						
Spelling patterns	/j/ sound spelled -dge at the end of words	/j/ sound spelled-ge at the end of words	/j/ sound spelled g	/s/ sound spelled c before e, i, y	/n/ sound spelled kn and gn	Challenge words	/r/ sound spelled wr
Maths	<b>Number: Place Value</b> *Count Objects and read and write numbers in numerals and words. * Represent numbers to 100. * Tens and ones with a part-whole model. * Tens and ones using addition. *Use a place value chart. *Compare objects. *Compare numbers. * Order objects and numbers. * Count in 2, 3, 5 & 10s			<b>Number Addition and Subtraction</b> *Facts Families - addition and subtraction facts to 20 * Check calculations * Compare number sentences. * Related facts. * Bonds to 100 (tens) * Add and subtract 1s * 10 more and 10 less *Add and subtract 10s *Add and subtract 1 digit number to/from a 2 digit number. * Add and subtract 2 2-digit numbers *Number bonds to 100 (tens)			
Science - Animals including Humans. <i>How do we grow, change and stay alive?</i>	<u>Who do we belong to?</u> * I can describe how animals change as they grow. *I can match animals and their babies.	<u>How do we change?</u> *I can describe how humans change as they grow. * I can set up a test to find out if children are faster when they are older.	<u>What do I really need?</u> * I can describe the basic needs of humans and animals. * I can ask and answer questions about a pet.	<u>Why can't I eat sweets for breakfast?</u> * I can identify healthy and unhealthy food & say how much of them I should eat. * I can suggest ways to improve my diet.	<u>Why is exercise important?</u> * I can give reasons why humans need to exercise. * I can gather information and use it to answer a question.	<u>How do we keep ourselves clean?</u> * I know how and why I should keep myself clean. * I can look closely and record what I see.	Assessment
<b>Geography/ History</b> <i>How big is the world?</i> <b>The Galapagos Islands and Charles Darwin</b>	<u>Where in the world am I?</u> • I can locate the continent we live in and describe some of the key features. • I can name the UK and its countries. (recap from yr1)	<u>Where are the continents and oceans?</u> *I can name and locate the continents and oceans of the world.	<u>Why are some places made of ice and some of sand?</u> *I can locate a country in the Northern hemisphere.  *I can describe a cold location	<u>What is a feature?</u> I can locate, name and describe features of a country in the southern hemisphere.  I can describe a hot location.	<u>Where did Charles Darwin go?</u> *Gain geographical knowledge of the Galapagos Islands - key human and physical features. Search the internet effectively. Create a fact-file on the Galapagos Islands • I can observe aerial photographs - The Galapagos		Assessment
Music	Music express: <b>*Ourselves.</b> *Creating and responding to vocal sounds and body percussion. • Developing the use of vocal sounds to express feelings • Exploring expression in a conversation without words			<b>* Our Bodies</b> Beat - Develop a sense of steady beat using their own bodies. They respond to music and play rhythmic patterns on body percussion and untuned percussion.			Assessment

	Understanding the structure of call and response songs						
<b>ICT - Coding.</b>	*Introduction to coding. *Introduction to block coding on screen.	* Introduction to backgrounds and characters. *Making a character move left and right.	* Introduction to Collision Detection	* To use Repeat and Timer commands	* To understand what debugging is and how to debug a programme.	*To explore the possible actions of different types of objects.	Assessment
<b>PE</b>	<b>Games</b> - Sending with a stick			<b>Dance and movement</b> - Journey across the sea.			
	Holding and moving safely with a stick Controlling a ball with a stick.	Dribbling round cones with a stick and ball. Passing from player to player. Mini game	Defending against a player. Mini match - applying new skills.	Develop an awareness of space and others while dancing. Respond to stimulus in an interesting way. Begin to use simple compositional devices e.g contrast, repeat.	Practise and refine movements in pairs and in groups. Practise dancing in different formations - planning and adapting compositional ideas. Use a range of movement patterns	Create and perform a dance in a group using a range of movement patterns. Children evaluate outcomes	
<b>Art/ DT</b>	<b>Wave pictures</b> The Great Wave off Kanagawa By Hokusai *To learnt about a famous Artist. *To create the picture using sketch and paints.		<b>Animal Sketches</b> *Explore the varying effects that can be created with different types of pencil. *Use sketching techniques to record details of animals carefully, in the same style as Darwin.	To draw/sketch a sea creature. Design an image to be made from clay.	To use clay to make a sea creature. To create a join using 2 or more pieces of clay	To create secondary colours by mixing paints. To paint clay animal.	To create an ocean habitat for clay animal. Using a shoe box.
<b>RE</b> Theme: Creation. Big Question - <b>Who created the world?</b>	Retell the story of creation from Genesis 1:1-2.3 To know that the creation is the beginning of the 'big story' of the bible.	To say that the story tells Christians about God, creator of the world.	To understand how Christians show they are thankful to God.	To think, talk and ask questions about living in an amazing world.	To talk about the creation story and what it tells Christians about God.	To describe what Christians should do to look after the world for God.	Assessment
<b>PSHE -</b> Me and my School	To understand the need for rules	To begin to develop an understanding that adults follow rules	To understand their role and contribution to the life of the school particularly in relation to the School Council	To develop an understanding of personal skills	To understand how a Class Council meeting works	To recognise, name and deal with feelings	

