

YEAR 2 AUTUMN 2 Termly Overview

Movers and Shakers Overview

Imagine if...								
WEEK	ONE 4.11.24	TWO 11.11.24 Forest School	THREE 18.11.24	FOUR 25.11.24 Forest School	FIVE 2.12.24	SIX 9.12.24 Forest School	SEVEN 16.12.24	
Thinking like a scientist... <u>(Everyday Materials)</u>		Can you recognise that objects are made from materials that suit their uses? Working Scientifically To recognise objects can be grouped	Which material is suitable? Working Scientifically	Can you recognise that the shape of some solid objects can be changed? Working Scientifically To record data in a table	Can you compare the suitability of materials for particular uses? (transparency and opaque) Working Scientifically To gather data and use it to answer a question	Can you recognise that the strength of some materials can be changed? Working Scientifically To record data in a block graph	Can you recognise that some materials are harmful to the environment? Working Scientifically	
Thinking like a computer scientist...								
Thinking like a designer... <u>(Freestanding Structures)</u>		Explore Can you explore the concept and features of structures and the stability of different shapes?	Planning Can you generate ideas based on a design criteria? (design)	Strengthening -Understand that the shape of the structure affects its strength		Making Can you make a structure according to your design criteria? Measure, cut and score with some accuracy. Select materials. Select and safely use tools.	Evaluate. Can you evaluate your structures strength, stability and stiffness in comparison to your design?	
Thinking like an artist...						Fixing and Testing (Burn Houses) Can you produce a finished structure and describe it using technical vocabulary?		

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<p>Thinking like a historian...</p>	<p>The Gunpowder Plot</p> <p>-Who was Guy Fawkes? Children will understand who Guy Fawkes was, and why he is a significant individual in History. Children can compare how Guy Fawkes looked, dressed and what he used compared to present day.</p> <p>- What was the Gunpowder Plot, and who was involved? Children will understand the events of the Gunpowder Plot, how it began, the problems that arose, and how it ended. Children can identify the key people involved in the plot.</p> <p>- How is the Gunpowder Plot remembered? Children will be able to understand how the Gunpowder Plot is remembered, and how we mark this today. Children will be able to compare</p>	<p>The Great Fire of London</p> <p>How do we know what happened during the GFOL?</p>	<p>The Great Fire of London</p> <p>What happened during the Great Fire?</p>	<p>The Great Fire of London</p> <p>What happened after the Great Fire of London?</p>	<p>The Great Fire of London</p> <p>Could more have been to slow the spread of the fire? How did people manage to live through the Great Fire?</p>			

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	Bonfire Night celebrations of the past, and the present day.							
Thinking like a geographer...								
PSHE / RE	RE Day Friday	Christianity -Why did God give Jesus to the world? Can we understand that Christians believe that God sent Jesus to save/help the world?	Christianity -Why did God give Jesus to the world? Does the world need to be saved and helped?	Christianity -Why did God give Jesus to the world? Discuss how Christians prepare and look forward to Christmas?	Christianity -Why did God give Jesus to the world? What was Jesus teaching through his actions?	Christianity -Why did God give Jesus to the world?	Christianity -Why did God give Jesus to the world?	
Music <u>Charanga: Unit 2: Playing in an Orchestra</u>		Sparkle in the Sun (Part 1)	Sparkle in the Sun (Part 2)	Listen (Part 1)	Listen (Part 2)	The Orchestra Song	Assessment Checkpoint	
PE	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	Locomotor Skills Tier 2 - Sprinting, skipping, galloping, lunging Locomotor Skills Tier 2 -Dodging, and Dancing GETSET - Fundamentals	
Thinking like a Mathematician	ADDITION AND SUBTRACTION •Number bonds to and within 10 •Fact families: addition and subtraction bonds within 20 •Related Facts •Bonds to 100 (10s)	ADDITION AND SUBTRACTION •Add and subtract 1 •Add by making 10 •Add 3 1 digit numbers •Add to the next 10 •Add across a ten	ADDITION AND SUBTRACTION •Can I add across a ten? •Subtract from a 10 •Subtract a 1 digit number from a 2 digit number (across a ten) •10 more, 10 less •Add and subtract tens	ADDITION AND SUBTRACTION •Add 2 2digit numbers (not across a ten) •Add 2 2 digit numbers (Across a ten)	ADDITION AND SUBTRACTION	ADDITION AND SUBTRACTION	ADDITION AND SUBTRACTION	
Thinking like an author...	The Great Fire of London Step 1: Can you research information about London landmarks?	The Great Fire of London Step 5: Can you use different sentence types to create speech bubbles?	The Great Fire of London Step 10: Can I use conjunctions to give reasons?	Vlad and the Great Fire of London •What do the images from a book tell me about a story?	Vlad and the Great Fire of London •How do I box up a story? How can I include adjectives and adverbs in my writing?	Vlad and the Great Fire of London How can I describe setting at the beginning of a story based on The Great Fire of London?	The Jolly Christmas Postman How do I discuss the main elements of a story?	

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	<p>Step 2: Can you write in present tense to create a poster?</p> <p>Step 3: Can you use past tense to write about old London?</p> <p>Step 4: Can you use command sentences in a warning poster?</p>	<p>Step 6: Can you use simple past tense to write a diary entry?</p> <p>Step 7: Can you use present progressive tense in a speech?</p> <p>Step 8: Can you continue a speech and give advice?</p> <p>Step 9: Can you use conjunctions to give reasons?</p>	<p>Step 11: Can I use adverbials to express time?</p> <p>Step 12: Can I plan a fact file?</p> <p>Step 13: Can I write a fact file in present tense?</p>	<p>•What are my thoughts and the thoughts of others about the book?</p> <p>How can I use expanded noun phrases?</p> <p>How can I use images to retell a story?</p> <p>How can I explore the 5 parts to a story?</p>	<p>•How can I write the beginning of a story?</p> <p>How can I proof read and edit my work?</p>	<p>How can I write the part of a story about The Great Fire of London from an animal's point of view?</p>	<p>How do I write a letter using the features of a letter?</p>	
<p>Handwriting: Teachhandwriting.co.uk</p>	Letter formation:	Letter formation:	Letter formation:	Letter formation:	Letter formation:	Letter formation:	Review/catch up	
<p>Outdoor Learning opportunities and trips</p>		Forest School		Forest School		Forest School		
<p>Links to school values</p>								