|  |  |  |  |
| --- | --- | --- | --- |
| Year 2 | | 1st Half Autumn Term | 2nd Half Autumn Term |
| Theme/Topic title | | Elite Explorers | Ferocious Fire & Devious Dark |
| Educational visits/Visitors | | Walk around Woodloes | Fire Brigade visit |
| Hook | | Sunny the meerkat is kidnapped by the jackal. | Great Fire of London 3D house model re-enactment with local firefighters |
| Texts | | Meerkat Mail – Emily Gravett | Orion and the Dark – Emma Yarlett |
| English | Fiction focus | Descriptive writing  Adventure narrative writing  Wanted poster | Descriptive writing  Narrative writing |
| Non-fiction focus | Summer holiday recount  Instructions (How to catch a jackal)  Non-chronological report (Meerkats) | Non-chronological report |
| Poetry | In an elite explorer’s backpack – Sophie Bailey | Bonfire night onomatopoeia poem  Alliteration poem |
| Phonics | ‘ee’ family - ee, ea, e-e, y, ey,  ‘igh’ family - igh, y, ie, i-e  ‘ai’ family - ai, ay, a\_e, ey  ‘oa’ family - oa, ow, oe, o-e, o  ‘oo’ family - oo, ew, ue, u-e, ui  ‘or’ family - or, aw, au, al, oor  Trigraphs – ear, air, ure, igh | Present tense –ing  Past tense –ed  Past tense irregular  Silent letters  Homophones |
| SPAG | Nouns  Adjectives  Verbs  Adverbs | Nouns/adjective sorting  Verbs/adverbs sorting  Word class sorting  Sentence types  Complex sentences  Speech punctuation |
| Mathematics | Content overview | Place value (2-digit)  Order and compare numbers  Addition (1s+1s+1s, T1s+1s)  Subtraction (T1s-1s)  2D shape  Fraction of shape  Fraction of quantity | Addition (T1s+T1s, carrying)  Subtraction (T1s-T1s)  Time (15 minute intervals)  Multiplication (arrays, repeated addition, recall)  Measure (length) |
| Science | Focus | Living things and their habitats | Animals, including humans |
| Content overview  N.C. P.O.S. | * 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 habitats, including microhabitats | * Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food * Explore and compare the differences between things that are living, dead, and things that have never been alive |
| Cornerstones Investigation | How is mud made? | How do germs spread?  Temperature change. |
| Computing | Focus | Word processing | Word processing  Programming - Beebots |
| N.C. subject content | * use technology purposefully to create, organise, store, manipulate and retrieve digital content | * Use technology purposefully to create, organise, store, manipulate and retrieve digital content * Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions |
| Online safety message | Create effective passwords to protect private information. | Be safe online using games (superhero protector) |
| Geography | Focus | Human and physical features |  |
| N.C. subject content | * Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country * Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment |  |
| History | Focus |  | Gunpowder Plot  Great Fire of London |
| N.C. subject content |  | * Events beyond living memory that are significant nationally or globally * Significant historical events, people and places in their own locality |
| Physical education | Content overview | Gymnastics (locomotion) | Hockey |
| N.C. subject content | * Perform dances using simple movement patterns | * Participate in team games, developing simple tactics for attacking and defending. |
| Art and design | Focus | Self-portraits  Animals | Fire and dark art  Christmas |
| N.C. subject content | * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space | * Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination * Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space |
| Design and technology | Focus | Animals | Fire and dark art  Christmas |
| N.C. subject content | * Use a range of materials creatively to design and make products | * Use a range of materials creatively to design and make products |
| Music | Focus | Harvest assembly songs | London’s burning |
| N.C. subject content | * Use voices expressively and creatively by singing songs and speaking chants and rhymes | * Use voices expressively and creatively by singing songs and speaking chants and rhymes * Play tuned and un tuned instruments musically |
| PSHE | | 3D PSHE: All about me  Hygiene – teeth  Hygiene – skin  Hygiene – How do germs spread?  Respect – gender similarities/differences  Physical and emotional change with age  Responsibility | British values – role of emergency services (focus on firefighters)  Protective behaviours |
| R.E. | |  | Key question:  What is a Christian? |
| Cross curricular links | English | KWL – asking and answering questions (Science)  Jackal traps (Instructions) - Art | Note-taking – History link  KWL – asking and answering questions (Science)  Firework poetry – ICT  Comic strip of GFoL – History  Guy Fawkes wanted poster – History  Anti-bullying poem – PSHE  GFoL senses mat - History |
| Maths | Data handling (tally chart/block diagram) -Science  Carroll diagram sorting UK/Egypt – Geography  How is mud made? (measure – capacity) – Science | Temperature experiment (measure) – Science  Venn diagram sorting carnivores, omnivores, herbivores - Science |
| Other |  | Burning 3D houses (British values, role of emergency services) - PSHE |