

Year 2		1 st Half Autumn Term	2 nd Half Autumn Term
Theme/Topic title		Elite Explorers	Ferocious Fire and Devious Dark
Educational visits/Visitors			Fire Brigade visit
Hook		Sunny the meerkat kidnapped by the jackal.	Great Fire of London 3D house model burning 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 (first person)
	Non-fiction focus	Instructions (How to catch a jackal) Non-chronological report (Meerkats)	Diary Entry (Great FOL or Guy Fawkes?)
	Poetry	In an elite explorer's backpack	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	Maths Mastery Number within 100 Addition and subtraction of 2 digit numbers Addition and subtraction word problems	Maths Mastery Measures – length Graphs Multiplication and division 2s 5s 10s
Science	Focus	Living things and their habitats – Safari Animals	Scientists and Inventors
	Content overview N.C. P.O.S.	<ul style="list-style-type: none"> Say what is different about things that are living, dead or have never been alive. Identify some of the plants and animals in a familiar habitat. Sort objects into categories. Find microhabitats. Describe the conditions in a habitat. Ask questions about different habitats. Describe the characteristics of some plants and animals. Name some sources of food. 	<ul style="list-style-type: none"> Discuss whether doctors are scientists; (the plague) describe when and why we should wash our hands; take part in an activity to show how germs spread; give a minimum of two facts about Charles Macintosh; identify Charles Macintosh's famous invention;
	Cornerstones Investigation	How is mud made?	How do germs spread?

Computing	Focus	Presentation Skills	Preparing for Turtle Logo
	N.C. subject content	<p>This unit is intended as the first unit of the academic year. Lessons 1 and 6 focus on important computer skills needed for safe and effective computer use and introduce some further skills concerning the use of folders, searching for files and printing. Lessons 2-5 introduce children to presentations and teach the skills needed to create a simple presentation.</p> <ul style="list-style-type: none"> • Save files in an organised folder structure. • Search for files on the computer. • Set windows side by side. • Format text boxes and images. • Reorder slides and present their presentation. 	<p>This unit has two main aims, to enable children to create, test and debug algorithms, and preparing children to use the language of Turtle Logo. The children begin by giving and following instructions to move forward and make quarter turns, followed by walking different rectilinear shapes. The language is extended to use the main Turtle Logo commands. Children will create, text and debug algorithms for shapes and routes around school in preparation for using the commands in the Turtle Logo application.</p> <ul style="list-style-type: none"> • Turn accurately 90° (a quarter turn). • Walk squares and rectangles. • Give and follow instructions. • Write an algorithm for a shape or a route. • Debug errors in an algorithm
	Online safety message	Create effective passwords to protect private information.	Be safe online using games (superhero protector)
Geography	Focus	Sensational Safari	
	N.C. subject content	<ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. Draw a map of Kenya and locate the capital city, some main cities and oceans. Understand what some aspects of Kenyan life are like. Identify the features of a national park and begin to explain the difference to a game reserve. Describe some differences and similarities between Kenya and the UK. Begin to understand the importance of tourism to Kenya. Draw a freehand map of Kenya. Draw a map of a national park and begin to consider the location of key features. Identify animals that live in Kenya and begin to explain the concept of 'endangered species'. Confidently use compass directions to move around a map. Use an atlas/globe to locate accurately places and landmarks in Kenya. Ask geographical questions – Where is it? What is this place like? How near/far is it? 	
History	Focus		Gunpowder Plot - Great Fire of London
	N.C. subject content		<ul style="list-style-type: none"> • Order events in a period of history studied and begin to recall the dates of important • Use the stories of famous historical figures to compare aspects of time in different times. • Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result. • Show increased knowledge and understanding of events beyond living memory through simple recordings, using text and drawings. • Talk about some of the key events of the Great Fire of London. • Say why the Great Fire of London spread and eventually stopped. • Explain that we know about the Great Fire because of Samuel Pepys' diary.

Physical education	Content overview	Invasion Games	The Gunpowder Plot - Dance
	N.C. subject content	<ul style="list-style-type: none"> • begin to recognise how the body feels during and after physical activity; • begin to use the terms attacking and defending; • throw and catch a ball with a partner using different techniques; • kick a ball whilst moving; 	<ul style="list-style-type: none"> • work with a partner; • follow their partner's movements; • use expressions, gestures or movement to communicate ideas and feelings with support; • follow a simple dance motif; • say what they like about a movement or dance;

		<ul style="list-style-type: none"> pass a ball in different ways; begin to use throwing, catching and kicking skills in a game with some success; use at least one technique to attack, such as dodging to play a game with some success; use at least one technique to defend, such as marking to play a game with some success; begin to choose and use the best space in a game; perform learnt skills with some control; understand the importance of rules and follow them in simple games; begin to work as part of a team 	<ul style="list-style-type: none"> move freely to music; march; know we stretch after exercise; know we cool down after exercise; dance in their personal space; dance in the wider space; move along a pathway; use their bodies to make sounds.
--	--	---	---

Art and design	Focus	Perfect Portraits	
	N.C. subject content	<p>This Portraits unit will teach your class about portraits, and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them.</p> <ul style="list-style-type: none"> 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		Fabric Faces
	N.C. subject content		<p>Children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.</p> <ul style="list-style-type: none"> Create a template. Create a simple design to explain what they intend to do. Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques Discuss their ideas as they develop and say what their design has to do to achieve the design criteria. Evaluate their own ideas and adapt their designs to make improvements.
Music	Focus	Harvest assembly songs	London's burning
	N.C. subject content	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. 	<ul style="list-style-type: none"> Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.
PSHE		<p>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</p>	<p>British values – role of emergency services (focus on firefighters) Protective behaviours</p>

R.E.			Key question: How should we care for others and the world and why? How and why do we celebrate special and sacred times?
Cross curricular links	English	Topic Non Chron report – Kenya Science	Topic Diary (first person) – GFOL Science
	Maths	How is mud made? (measure – capacity) – science	
	Other		Burning 3D houses (British values, role of emergency services) - PSHE