

Year 2 Autumn 1

			Topic di	river: Seaside			
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud book	The Lighthouse	The Lighthouse	The Lighthouse	The Magic Finger	The Magic Finger	The Magic Finger	Little Leaders: Bold
	Keeper's Lunch	Keeper's Lunch	Keeper's Lunch	R Dahl	R Dahl	R Dahl	Women in Black History
	Collection 8 Books Set	Collection 8 Books	Collection 8 Books				Vashti Harrison
	(Lunch, Rescue, Cat,	Set (Lunch, Rescue,	Set (Lunch, Rescue,				
	Tea, Breakfast, Picnic,	Cat, Tea, Breakfast,	Cat, Tea, Breakfast,				
	Catastrophe,	Picnic, Catastrophe,	Picnic, Catastrophe,				
	Christmas)	Christmas)	Christmas)				
Guided Reading	Teaching phonics	Teaching phonics	Teaching phonics	Teaching phonics	Teaching phonics	Teaching phonics	Poetry
	assessed to RWI	assessed to RWI	assessed to RWI	assessed to RWI	assessed to RWI	assessed to RWI	Poor old lady by Anon
	programme.	programme.	programme.	programme.	programme.	programme.	
	Phonics groups set to	Phonics groups set to	Phonics groups set	Phonics groups set to	Phonics groups set to	Phonics groups set	1a, I can use words to
	assessments made at	assessments made at	to assessments	assessments made	assessments made at	to assessments	explain a poem. I can
	the end of Summer 2	the end of Summer 2	made at the end of	at the end of	the end of Summer 2	made at the end of	read a poem using pace
	term.	term.	Summer 2 term.	Summer 2 term.	term.	Summer 2 term.	and rhythm. I can explain
	RWI books to be sent	RWI books to be sent	RWI books to be sent	RWI books to be sent	RWI books to be sent	RWI books to be	the pictures the poet is
	home.	home.	home.	home.	home.	sent home.	drawing.
	Decodable phonics	Decodable phonics	Decodable phonics	Decodable phonics	Decodable phonics	Decodable phonics	-
	books to be used in	books to be used in	books to be used in	books to be used in	books to be used in	books to be used in	
	guided reading	guided reading	guided reading	guided reading	guided reading	guided reading	
	sessions	sessions	sessions	sessions	sessions	sessions	
	what has been read	what has been read	what has been read	what has been read	what has been read	what has been read	
	so far	so far.	so far.	so far.	so far.	so far.	
Writing	Leo and the Octopus	Leo and the Octopus	Leo and the Octopus	Leo and the Octopus	Clean Up by Nathan	Clean Up by Nathan	Clean Up by Nathan
	by Isabelle Marinov	by Isabelle Marinov	by Isabelle Marinov	by Isabelle Marinov	Bryon	Bryon	Bryon
	To use the	To use	To use the	To write an			
	pronoun "I" to	command sentences to	conjunctions 'and' and 'but'	introduction to	 To write thought bubbles 	To write a list (rula bish	To write a Did You Know leaflet to
	talk about feelings	give advice	to compare	my reportTo use	 To write a list 	(rubbish pollution suing	inform
	 To use the 	 To use 	 To use past 	command	using expanded	 To write a diary 	Extension: Add Top
	conjunction	command	tense to write a	sentences to	noun phrases	entry in role as	Tips on how to save
	'when'	sentences to	logbook.	write	To construct and	Rocket (using	the ocean
		write a letter of	 To use facts in 	instructions.	write sentences	adverbials of	• To write a recount of
		advice	present tense to	 To describe an 	using adverbials	time: Frist, Then,	real-life experience
		To write factual	write a script	octopus	of time	Next, After that,	(Operation Clean-Up
		statements about a subject	 To plan a non- fiction report 		 To write a post card home 	Finally	Crew)
			nenon repoli		(using the		
					senses)		



		To write a range of questions about a subject			expanded noun phrases		
Maths	 Recognise the place Identify tens and out Partition 2-digit num Represent 2-digit num Read and write num Compare numbers Order numbers to 1 Explore number participation 	 Identify tens and ones in a 2-digit number Partition 2-digit numbers Represent 2-digit numbers Read and write numbers to 100 in numerals and words Compare numbers to 100 Order numbers to 100 Explore number patterns 		Add and subtract two digit numbers Use number bonds to 20 in addition Use number bonds to 20 in subtraction Add and subtract ones from a 2-digit number Add and subtract multiples of ten Add and subtract tens from a 2-digit number Add and subtract multiples of ten Add and subtract tens from a 2-digit number Add and subtract tens from a 2-digit number Add two 2-digit numbers Subtract two 2-digit numbers Add and subtract two 2-digit numbers Add and subtract two 2-digit numbers Add and subtract two 2-digit numbers Add three 1-digit numbers		 <u>Addition and Subtraction Word Problems</u> Represent information as a bar model Create bar models Represent two-step word problems using bar models Represent comparison word problems using bar models Identify suitable bar models to represent problems 	
Science	To compare the differences between things that are living, dead, and things which have never been alive	To identify and name a variety of plants and animals in a microhabitat	To design a suitable microhabitat where living things could survive	To find out what animals eat to survive in their habitat	To understand food chains	To understand the journey food makes from the farm to the supermarket	To review Unit and complete the Living Things and Their Habitats – Unit Test
Geography	Where are the seas and oceans surrounding the UK? To locate the seas and oceans surrounding the UK.	What is the coast? To explain what the coast is.	What are the features of the Jurassic Coast? To identify the physical features of the coast.	How do people use Weymouth? To identify human features on the coast.	How do people use our local coast? (Data collection) To investigate how people use the local coast.	How do people use our local coast? (Findings) To present findings on how people use the local coast	
ICT	E safety Children understand that some information about themselves is special because it makes them unique.	What is Information Technology? Develop learners' understanding of what information technology (IT) is.	Where have we seen Information Technology at home? Children to consider common uses of information	Where have we seen Information Technology in the world? Children will explore IT in other environments that	How does Information Technology improve our world? Children focuses on the specific use of IT in a shop.	Demonstrate safe use of Information Technology. Children will consider how they use different forms of information	Using Information Technology responsibly. Children will think about the choices that are made when using information technology, and the responsibility



	Children know that they should never give out their personal details online without a parent or teacher's permission.	Children will identify devices which are computers and consider how IT can help us both at school and at home.	technology in a context that they are familiar with beyond school.	they may have experienced.		technology safely, in a range of different environments.	associated with those choices.
RE Forgiveness	understand the importance of trust; know that Christians believe Jesus told them about God; appreciate what makes people special; know that teachers use stories to help them understand more about the world etc.	lerstand the ortance of trust; w that Christians eve Jesus told them but God; preciate what makes ople special; w that teachers use ies to help them derstand more about world etc.	 know that stories can sometimes have 'inner meanings'; know that stories that Jesus told were a way of telling people about God; know that Jesus used familiar objects to teach people about God 	 know that Christians believe in a God who loves all people; know that Jesus taught people that everyone matters to God through the story of the Lost Sheep. 	 know that you can show love for others in many different ways; know that God asks humans to' love their neighbour'. 	 know that Christians believe Jesus taught about forgiveness and love; share ideas about times when it is important to say sorry; respond sensitively to the feelings and experiences of others. 	 understand that Jesus was teaching about being sorry, forgiveness, reconciliation (making up) and jealousy in the story; make links between the story and the beliefs which underpin it; describe religious teaching in the story; identify in their own experience the feelings of the people in the story.
Music	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.	Specialist Teacher Solfa songs- hand signs and rhythm Samba and clave rhythms and chants Handling and controlling instruments to play rhythms.



Art & Technology	Drawing: Tell a story	Drawing: Tell a story	Drawing: Tell a story	Drawing: Tell a story	Drawing: Tell a story	Drawing: Tell a story	Drawing: Tell a story
	Charcoal mark- making To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To develop a wide range of art and design techniques in using colour, pattern,	Creating texture To explore and experiment with mark-making to create textures.	To explore and experiment with mark-making to create textures. To develop observational drawing.	Creating characters Developing new character illustrations, applying skills with line and mark making to add expression and detail. To understand how to apply expressions	Tell a story Making concertina books to illustrate with scenes for characters using mark making drawing techniques. To develop illustrations to tell a story.	Seaside in a box	Beach huts and windbreaks
	texture, line, shape, form and space'.			to illustrate a character.			
PSHE	Being Me 1. Hopes and Fears for the Year	Being Me Rights and Responsibilities I understand the rights and responsibilities for being a member of my class and school	Being Me Rewards and Consequences I understand the rights and responsibilities for being a member of my class	Being Me 4. Rewards and Consequences I can listen to other people and contribute my own ideas about rewards and consequence	Being Me Our Learning Charter I understand how following the Learning Charter will help me and others learn	Being Me Owning our Learning Charter I can recognise the choices I make and understand the consequences	Being Me Owning our Learning Charter I can recognise the choices I make and understand the consequences
PE	TARGET GAMES LESSON OBJECTIVES: To throw objects at different targets. To count the number of successful attempts at hitting the target.	TARGET GAMES LESSON OBJECTIVES: To throw objects at different targets. To count the number of successful attempts at hitting the target.	TARGET GAMES LESSON OBJECTIVES: To move safely in a confined space avoiding others. To practise sending an object into a space/target.	TARGET GAMES LESSON OBJECTIVES: To practise sending and receiving a ball with a partner. To practise sending an object into a space/target.	TARGET GAMES LESSON OBJECTIVES: To learn how to side step with a forward and reverse pivot. To score points by throwing a beanbag into a hoola hoop.	TARGET GAMES LESSON OBJECTIVES: To practise sending and receiving a ball as part of a group. To keep possession of a beanbag away from a defender while trying to score points.	TARGET GAMES LESSON OBJECTIVES: To practise sending and receiving a ball as part of a group. To keep possession of a beanbag away from a defender while trying to score points.

Trip	Creekside Discovery Centre