

**Year 2 Autumn 1 Overview LVC: Vanessa Nakate LV: Problem Solving**

	Week 1 WC 6 <sup>th</sup> Sept (3 days)	Week 2 WC 12 <sup>th</sup> Sept	Week 3 WC 19 <sup>th</sup> Sept	Week 4 WC 26 <sup>th</sup> Sept	Week 5 WC 3 <sup>rd</sup> Oct	Week 6 WC 10 <sup>th</sup> Oct	Week 7 WC 17 <sup>th</sup> Oct	
Maths		<p><b>Place value:</b></p> <ul style="list-style-type: none"> <li>♣ count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward</li> <li>♣ recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>♣ identify, represent and estimate numbers using different representations, including the number line</li> <li>♣ compare and order numbers from 0 up to 100; use and = signs</li> <li>♣ read and write numbers to at least 100 in numerals and in words</li> <li>♣ use place value and number facts to solve problems</li> </ul>			<p><b>Addition and subtraction:</b></p> <ul style="list-style-type: none"> <li>♣ using concrete objects and pictorial representations, including those involving numbers, quantities and measures</li> <li>♣ applying their increasing knowledge of mental and written methods</li> <li>♣ recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>♣ add and subtract numbers using concrete objects, pictorial representations, and mentally, including:                             <ul style="list-style-type: none"> <li>♣ a two-digit number and ones</li> <li>♣ a two-digit number and tens</li> <li>♣ two two-digit numbers</li> <li>♣ adding three one-digit numbers</li> </ul> </li> <li>♣ show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</li> <li>♣ recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>			
Science		Habitats - rainforests	Habitats - rainforests	Local habitats	Different habitats – comparison	Food chain/ linking habitats to food sources.	Food chain/ linking habitats to food sources.	
<ul style="list-style-type: none"> <li>♣ 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</li> <li>♣ identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul>								

	♣ 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.						
ICT	Practice logging on/off	Design E-Safety Game board for Year 1 on paper	Textease (snap to) grid to draw board outline, <b>save</b>	Navigate to/find saved work in My Docs Textease, open work, fill colour game board and background, <b>save</b>	Navigate to/find saved work in My Docs Textease, open work, fill colour game board and background, <b>save</b>	Textease – open work, add text, <b>save</b>	Textease open work, finish text/add clipart to finish game, save + print.  Share with Y1
	<p>♣ use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <p>♣ recognise common uses of information technology beyond school.</p> <p>♣ use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>						
Phonics		/ee/ y funny /e/ ea head /w/ wh wheel	/igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone	/l/ le al apple metal /s/ c ice /v/ ve give	/u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey	Grow the code: /oo/ u ew ue u-e ui ou oo fruit soup /ee/ ea e e-e ie ey y ee /s/ c se ce ss /z/ se s zz /oa/ ow oe ou o-e o oa	Wandle Assessment Week and review week
Writing  <i>Think Pink always</i>	Independent big write:  Rainforest story using a picture prompt  Marking: 2* and a wish Think Pink	Genre: <b>Fact File</b>  Class discussion about how we might find out information about animals. Discuss fiction/non-fiction books.  Have a range of non-fiction books out for pupils to look out. What do they notice.	<i>Wednesday: Write fact file</i>  <i>Thursday: Write fact file</i>  <i>Friday; edit using purple pens.</i>  <b>Marking:</b> <b>Next Steps</b> <b>Think Pink</b>  <i>Purpose: Children</i>	Genre: <b>Persuasive Writing</b>  Children to write a persuasive piece of writing about why their group should be picked to win the land in the rainforest.  <b>Key Teaching:</b> Persuasive language	<b>Wednesday:</b> Children to plan out their persuasive argument in groups.  <b>Thursday:</b> Children to write a persuasive piece.  <b>Friday: edit using purple pens.</b>  Present to rest of	Genre: <b>Leaflet</b>  <b>Children to produce a leaflet about winning group.</b>  <b>Purpose:</b> Children to write a leaflet promoting either hotel, cacao farm or school.  (this is dependent on the class votes)	Key Teaching: Headings Sub-headings Short snappy sentences.  Wednesday & Thursday: Create Leaflet.  Friday: Children to edit writing using <b>Purple Pens.</b>  <i>Marking: 2* and a</i>

		Teach key features: - Headings - Sub-headings - Facts - Bullet points	<i>to create fact files about different animals that live in the rainforest.</i>	Exclamations Facts Questions <b>Purpose:</b> Children to pick a group to win the land and write a persuasive piece. Children to present if confident to class. Leading to class vote.	class. Class Vote.  <i>Marking: Self Assessment</i>		<i>wish</i>
<ul style="list-style-type: none"> <li>♣ form lower-case letters of the correct size relative to one another</li> <li>♣ start using some of the diagonal and horizontal strokes needed to join letters and ♣ understand which letters, when adjacent to one another, are best left unjoined</li> <li>♣ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>♣ use spacing between words that reflects the size of the letters</li> <li>♣ writing narratives about personal experiences and those of others (real and fictional)</li> <li>♣ writing about real events</li> <li>♣ writing for different purposes</li> <li>♣ planning or saying out loud what they are going to write about</li> <li>♣ writing down ideas and/or key words, including new vocabulary</li> <li>♣ encapsulating what they want to say, sentence by sentence</li> <li>♣ make simple additions, revisions and corrections to their own writing by:</li> <li>♣ evaluating their writing with the teacher and other pupils</li> <li>♣ re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>♣ proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>♣ read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>							
Grammar and Punctuation Focus	Sentences Capital letters Full stops Finger spaces	Bullet points		Questions			
SPAG		Nouns	Questions	Adjectives	Verbs	Singular/Plurals	Singular/Plurals
Spellings	Like, have, put, what, they, my, some, come, said, was.						
	Pupils should be taught to: ♣ develop their understanding of the concepts set out in English Appendix 2 by: ♣ learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters,						

	<p>exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <ul style="list-style-type: none"> <li>♣ learn how to use: ♣ sentences with different forms: statement, question, exclamation, command</li> <li>♣ expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>♣ the present and past tenses correctly and consistently including the progressive form</li> <li>♣ subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>♣ the grammar for year 2 in English Appendix 2</li> <li>♣ some features of written Standard English</li> <li>♣ use and understand the grammatical terminology in English Appendix 2 in discussing their writing</li> </ul>						
Reading 2 x WCR 2 x GR 1 x Comp	Vanessa Nakate (Little People, Big Dreams)	Where the Forest Meets the Sea x 2  2 x Guided Reading	Where the Forest Meets the Sea x 2  2 x Guided Reading	Where the Forest Meets the Sea x 2  2 x Guided Reading	The Great Kapok Tree x 2  2 x Guided Reading	The Great Kapok Tree x 2  2 x Guided Reading	The Great Kapok Tree x 2  2 x Guided Reading
<ul style="list-style-type: none"> <li>♣ develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>♣ listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>♣ discussing the sequence of events in books and how items of information are related</li> <li>♣ becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>♣ being introduced to non-fiction books that are structured in different ways</li> <li>♣ recognising simple recurring literary language in stories and poetry</li> <li>♣ discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>♣ discussing their favourite words and phrases</li> <li>♣ continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>							
Drama/Inquiry	<p>Introduce LVC. Front load about Vanessa Nakate: Book, PP and pictures.</p> <p><i>Children to write facts about VN</i></p>	<p>Introduce the rainforest Link to VN and work on environment/climate change.</p> <p>Recap drama world / real world.</p> <p>What do we know already know about</p>	<p><i>Create a class fact file about our class rainforest.</i></p> <p>Children to create their own fact file about animals that live in our rainforest. (see writing).</p> <p>Discuss potential dangers/threats – read</p>	<p>Letter arrives from VN discussing the 3 companies who want our rainforest.</p> <p>Discuss pros for each idea – <i>use post it notes?</i></p> <p>Divide class into 3 groups: each group to promote their project</p>	<p>Present ideas to the class.</p> <p>Children to vote for the best project.</p> <p>Once class have decided on chosen project, discuss and plan together. Collective drawings and designs – use construction equipment to map out ie</p>	<p>Another letter arrives from Vanesa informing us that there is some exciting news from the wardens in our rainforest. A new family of apes have been spotted – show photos etc</p> <p>What will happen</p>	

		<p>the rainforest.</p> <p>Facts on flip chart – could get pupils to write and stick on.</p> <p>Front load information about the rainforest: large class collective drawing. Name it and place it on the map.</p>	<p>Where the Forest meets the Sea.</p> <p>Write dangers and threats for geography.</p>	<p>and present to the class. Persuasive Writing (see writing)</p> <p>Children can do own collective drawing of their project with labels.</p>	<p>Hotel – how many rooms, swimming pool, gardens, games facilities, golf course, tennis courts</p> <p><b>Create a brochure/leaflet to promote project (see writing)</b></p>	<p>to them and all of the other animals if the forest is cut down?</p> <p>Final decision alley – rainforest or new project???</p> <p><b>As a class write a letter back to Vanesa with our decision</b></p>	
Geography		Recap of 7 continents	Recap of 5 oceans	Sims/Diffs living in another country.	Positive impact on environment	Negative impact on environment	
<p>Locational knowledge</p> <ul style="list-style-type: none"> <li>♣ name and locate the world's seven continents and five oceans</li> <li>♣ identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> </ul>							
History		Begin class timeline – which historic events do we know that have happened, can we place them along our timeline in order.					
<ul style="list-style-type: none"> <li>♣ events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]</li> <li>♣ the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]</li> <li>♣ significant historical events, people and places in their own locality.</li> </ul>							
Art/ DT		Collaborative art.	Rainforest Diorama	Rainforest Diorama	Rainforest Diorama	Rainforest Diorama	

	<ul style="list-style-type: none"> <li>♣ to use a range of materials creatively to design and make products</li> <li>♣ to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>♣ to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>♣ about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>						
PSHE & RHE	Community Respecting ourselves and others	Community Making friends Introduction into charities – what are they? What they do?	Community Working collaboratively	RSE Lesson 1: Recognising strengths and achievements	Community Getting help when feeling lonely	Community Recognising things we have in common and our differences.	Community
RE					Introduce Islam	<b>Discuss Muslim Prayer</b>	
Music		Singing Assembly Ocarinas	Singing Assembly	Singing Assembly Ocarinas	Singing Assembly	Singing Assembly Ocarinas	Singing Assembly
PE	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>	<b>Jasmine PE:</b> creative skills  <b>Swimming</b>
Other			Meet the Teacher				