

Year 2

Long Term Overview: Autumn 1

AUTUMN 1

MATHS

KEY LEARNING

Place Value 3 weeks

- To recognise the place value of each digit in a two-digit number (tens, ones)
- To count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- To identify, represent and estimate numbers using different representations, including the number line
- To compare and order numbers from 0 up to 100; use $<$ $>$ and $=$ signs
- To read and write numbers to at least 100 in numerals and in words
- To use place value and number facts to solve problems

Addition & Subtraction 3 weeks

- To solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures and by applying their increasing knowledge of mental and written methods
- To recall and use addition and subtraction facts to 20 fluently
- To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and ones
 - adding three one-digit numbers
- To show that addition of two numbers can be done in any order (commutative)
- To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

ENGLISH - READING

KEY LEARNING

Word Reading

- To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- To read words containing common suffixes
- To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- To reread books to build up their fluency and confidence in word reading

Comprehension

- To develop pleasure in reading, motivation to read, vocabulary and understanding by
 - i. 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
 - ii. discussing the sequence of events in books and how items of information are related
 - iii. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - iv. being introduced to non-fiction books that are structured in different ways
 - v. recognising simple recurring literary language in stories and poetry
 - vi. discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - vii. discussing their favourite words and phrases
- To understand both the books that they can already read accurately and fluently and those that they listen to by
 - i. drawing on what they already know or on background information and vocabulary provided by the teacher
 - ii. checking that the text makes sense to them as they read, and correcting inaccurate reading
 - iii. making inferences on the basis of what is being said and done
 - iv. answering and asking questions
 - v. predicting what might happen on the basis of what has been read so far
- To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

Guided Reading weekly

Whole class teaching of reading

Home readers

Sharing stories/novels daily

Reading throughout all areas of the curriculum

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ENGLISH – WRITING

KEY LEARNING

- To use conjunctions in writing– when, if, that, because, or, and, but
- To use nouns, verbs, adjectives and adverbs in writing
- Use subordination for time
- Use past tense for narrative
- Plan and discuss what to write about
- Write about fictional events
- Proofread to check for errors in spelling, grammar and punctuation
- Read aloud their writing with intonation to make their meaning clear
- Use present tense for persuasive adverts
- Use suffixes er and est to create adjectives e.g. faster, fastest, smaller, smallest; and –ed and –ly e.g. carefully, cared
- Use sentences with different forms: statement, question, commands
- Use specific text type features to write for a range of audiences and purposes, e.g. to persuade; to instruct
- Orally rehearse each sentence prior to writing
- Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences

GENRES:

Instructions - How to make milkshake
 Explanation Texts - How to keep healthy poster
 Stories by the same author – Julia Donaldson

SCIENCE

KEY LEARNING

Working Scientifically:

- To ask simple questions and recognise that they can be answered in different ways
- To identify and classify
- To use their observations and ideas to suggest answers to questions
- To gather and record data to help in answering questions

Knowledge and Understanding:

- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Human Life Cycle
 Offspring of animals
 Healthy/unhealthy food & food groups
 Healthy Diet
 Human growth – measurement, comparison & predictions
 What humans and animals need to survive
 Visit from School Nurse

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HISTORY

KEY LEARNING

- To learn about the lives of significant individuals in the past who have contributed to national and international achievements

Florence Nightingale:

Who she was

Why is she famous

Changes in nursing – then and now, similarities/differences

Impact of Florence Nightingale's work

ART

KEY LEARNING

- To understand that some artists are inspired by other art forms such as music
- To share responses to their work, and listen to others
- To listen to sounds, and use mark making skills to make marks in response
- To draw from observation whilst listening to a piece of music, and let the music inspire my drawing
- To use imagination and work on a larger scale to make drawings of imaginative instruments
- To reflect upon what I have made and share my work with the class
- To listen to others responses to their work
- To take photos of artwork

Music & Art:

Artists are inspired by music

Listening to sounds and mark making in response

Letting music inspire own drawing

Using hands to invent musical instruments from construction materials

Reflect, share and talk about their work

COMPUTING

KEY LEARNING

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies

Data Handling:

Different ways data can be represented

Represent data in a variety of ways

Computing is used to create charts/diagrams & sort items/information

E-Safety – keeping password and personal data private & knowing that not everyone is who they say they are on the Internet

PHYSICAL EDUCATION

KEY LEARNING

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns



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GYMNASTICS:

Lancs Scheme Gymnastics Prog 1-3

FUNDAMENTALS:

Lancs Scheme Piggy in the Middle Prog 1-3

PSHE

JIGSAW – Being in my own world

Hopes and fears for the year
Rights and responsibilities
Rewards and consequences
Safe and fair learning environment
Valuing contributions
Choices
Recognising feelings

RE

KEY LEARNING

The non-statutory guidance (2010) for Religious Education states that RE has an important part to play as part of a broad, balanced and coherent curriculum to which all pupils are entitled. High quality learning experiences in RE are designed and provided by careful planning through locally agreed syllabuses and in schools, taking into account the need to offer breadth of content, depth of learning and coherence between concepts, skills and content. At Audley Infant School, we follow the guidance from Blackburn with Darwen Diocese.

Holy Books:

Do people of all world faith have holy books? Christianity Islam Judaism
Focus on the Bible

MUSIC

Charanga – Hands, Feet & Heart