

Year 2

Long Term Overview: Autumn 2

AUTUMN 2

MATHS

KEY LEARNING

Fractions 2 weeks

- To recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{2}$, and $\frac{1}{4}$ of a shape or number
- To write simple fractions for example, $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of half fractions ($\frac{1}{2} = \frac{2}{4}$)

Time 1 week

- To tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times
- To know the number of minutes in an hour and the number of hours in a day

Multiplication & Division 2 weeks

- To understand that repeated addition is the same as multiplication
- To work out the answer to a multiplication sentence, by drawing jottings or arrays, or by using concrete resources
- To know that multiplication of 2 numbers can be done in any order (commutative)
- To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces

2D/3D Shape 2 weeks

- To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
- To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- To identify 2-D shapes on the surface of 3-D shapes, for example, a circle on a cylinder and a triangle on a pyramid

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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

- Use sentences with different forms: statement, question, exclamation, command
- Use subordination for reason with 'because/so'
- Plan and discuss what to write about
- Use specific text type features to write for a range of audiences and purposes e.g. to inform; narrative
- Proofread to check for errors in spelling, grammar and punctuation
- Say, write and punctuate simple and compound sentences using the connectives and, but, so and or (co-ordination)
- Select, generate and effectively use nouns and, adjectives to create noun phrases
- Write simple poems based on models
- Edit and improve own writing in relation to audience and purpose
- Use subordination for time using the word 'when'
- Learn new ways of spelling phonemes for which one or more spellings are already known
- Use apostrophes for contracted forms e.g. don't can't, wouldn't, you're, I'll
- Orally rehearse each sentence prior to writing

GENRES:

Poetry – Firework and Bonfire
 Narrative Story – The Owl who was afraid of the Dark
 Newspaper Report – The Great Fire of London

SCIENCE

KEY LEARNING

Working Scientifically:

To ask simple questions and recognise that they can be answered in different ways
 To perform simple tests
 To identify and classify
 To use their observations and ideas to suggest answers to questions

Knowledge and Understanding:

To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses
 To compare how things move on different surfaces
 To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Identify/Compare suitability of everyday materials
 Investigate suitable materials for a purpose – investigation
 How shapes of solid objects can be changed
 People who have developed new materials – Charles Macintosh

HISTORY

KEY LEARNING

- To learn about events beyond living memory that are significant nationally or globally

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Guy Fawkes:

Know he was a real person who lived a long time ago

Why he is famous and what happened as a result

The Great Fire of London:

Understand key features of the Great Fire of London

Develop an awareness of the lives of significant individuals from the past

Use historical vocabulary

Identify different ways in which the past is represented

Ask/answer questions to show understanding

ART

KEY LEARNING

- To use a range of materials creatively to design and make products
- 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, texture, line, shape, form and space
- To know 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

Be an Architect: Exploring architecture and creating architectural models

What is architecture and record it through drawing

Identify the role of an architect and articulate responses about their work

Manipulate materials to make own architecture

Display work and reflect on outcomes

DESIGN TECHNOLOGY

KEY LEARNING

- Explore and evaluate a selection of wheels and axles in the context of toy vehicles and construction kits
- Explore and evaluate different emergency vehicles in the context of photos, toys and models
- Design a purposeful, functional and appealing product for themselves and other users based on the design criteria in the context of designing a moving vehicle
- Explore and use different tools, skills and techniques explaining their choices in the context of making their own moving vehicle
- Evaluate and use different techniques in their moving vehicle in the context of evaluating their own and others finished product

Explore moving vehicles

Explore, consider and understand the purpose of a product

Generate ideas and design criteria

Select & use a range of tools to perform cutting and joining

Evaluate finished products against initial original criteria

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COMPUTING	
KEY LEARNING	
<ul style="list-style-type: none"> To use technology purposefully to create, organise, store, manipulate and retrieve digital content 	
Digital Art: Use technology to recreate the artwork of Mondrian, Pointillism & Picasso Fill, draw lines & shapes Change colour and size Rotate, resize and colour shapes Changing shade of colour Match colours to moods and emotions	
PHYSICAL EDUCATION	
KEY LEARNING	
<ul style="list-style-type: none"> 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 	
DANCE: Fire of London – See medium term plans	FUNDAMENTALS: Lancs Scheme Piggy in the Middle Prog 4-6
PSHE	
JIGSAW – Celebrating Differences	
Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	
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.	
Christmas: Why do Christians believe the birth of Jesus was such good news?	
MUSIC	
Charanga – Ho Ho Ho	