



CLASS HALF TERM OVERVIEW OF PLANNING

Year 2 - Sycamore Class

Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE 1:6 – Who is Muslim and How do they live?	<p>Introduce the idea that Muslims believe in Allah as the one true God.</p>	<p>Iman means belief, and it is expressed in the words of the Shahadah ('There is no God but God; Muhammad is the messenger of God'). Find out about the Shahadah, and how this is the most important belief for Muslims.</p>	<p>Muslims believe it is impossible to capture fully what God is like, but they use 99 Names for Allah to help them understand Allah better. Explore some of the names and what they mean.</p>	<p>Remind pupils that the Shahadah says Muhammad is God's messenger. Examine the idea that stories of the Prophet are very important in Islam.</p>	<p>Revisit the Shahadah – it says Muhammad is God's messenger. Now find out about the message given to Muhammad by exploring the story of the first revelation he received of the Holy Qur'an on the 'Night of Power'.</p>	<p>Introduce the idea of the Five Pillars as examples of 'ibadah', or 'worship'. Reciting the Shahadah is one Pillar. Another is prayer, 'salah'. Reflect on what lessons there might be from how Muslims live: how do they set a good example to others? Consider whether prayer, respect, celebration and self-control are valuable practices and virtues for all people to develop, not only Muslims.</p> <p>Windows, Mirrors, Doors</p>
PSHE Me and my relationships	<p>Our Ideal Classroom:</p> <p>Suggest actions that contribute positively to the life of the classroom</p> <p>Make and undertake pledges based on those actions</p> <p>Write our Sycamore Class Promise</p>	<p>How are you feeling today?</p> <p>Use a range of words to describe feelings – Recap The Colour Monster Story</p> <p>Recognise that people have different ways of expressing their feelings</p> <p>Identify helpful ways of responding to other's feelings.</p>	<p>Bullying or teasing?</p> <p>Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two</p> <p>Identify situations as to whether they are incidents of teasing or bullying.</p>	<p>Don't do that!</p> <p>Understand and describe strategies for dealing with bullying</p> <p>Rehearse and demonstrate some of these strategies.</p>	<p>Types of bullying:</p> <p>Explain the difference between bullying and isolated unkind behaviour</p> <p>Recognise that there are different types of bullying and unkind behaviour.</p> <p>Understand that bullying and unkind behaviour are both unacceptable ways of</p>	<p>Being a good friend:</p> <p>Recognise that friendship is a special kind of relationship</p> <p>Identify some of the ways that good friends care for each other.</p> <p>Let's all be happy!</p> <p>Recognise, name and understand how to deal with feelings (e.g. anger, loneliness)</p>



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					behaving.	Explain where someone could get help if they were upset by someone else's behaviour.
Maths	<p>Number: Place Value</p> <p>Numbers to 20 Count in 10's to 100 Tens and ones Place Value Charts</p> <p>Number Bonds 5,6,7</p>	<p>Number: Place Value</p> <p>Partition numbers to 100 Write numbers to 100 in words Flexibly partition Expanded Form</p> <p>Investigation: Trucks and Trailers</p> <p>Number Bonds 8,9,10</p>	<p>Number: Place Value</p> <p>10's on a number line 10's and 1's on a numberline Estimate Compare objects Compare numbers Order objects and numbers</p> <p>Investigation: Truck Drivers</p> <p>Number Bonds 11,12,13</p>	<p>Number: Place Value</p> <p>Count in 2's, 5's, 10's Count in 3's</p> <p>APED PV</p> <p>Investigation: Clown Masks</p> <p>Number Bonds 14,15,16</p>	<p>Addition and Subtraction</p> <p>Bonds to 10 Fact families + and – to 20 Related facts Bonds to 100 (10's) + and – 1's Add by making 10 Add 3, 1 digit nos.</p> <p>Investigation: Party Masks</p> <p>Number Bonds 17,18</p>	<p>Addition and subtraction</p> <p>Add to the next 10 Add across a 10 Subtract across a 10 Subtract from a 10 Subtract a 1 digit no from a 2 digit no.</p> <p>Investigation: Target Game</p> <p>Number Bonds 19,20</p> <p>Addition and subtraction</p> <p>10 more 10 less + and – tens Add 2 digit numbers Subtract 2 digit numbers Mixed + and – Compare no. sentences Missing no. problems</p> <p>Investigation: Snacks</p>
No Nonsense Number	<p>Block 1: Week 1</p> <p>Connecting language to adding and subtracting to twenty Connecting language to adding and subtracting to twenty</p>	<p>Block 1: Week 2</p> <p>Using understanding to add and subtract single digits with numbers under twenty</p>	<p>Block 1: Week 3</p> <p>Using facts for ten for facts for twenty</p>	<p>Block 1: Week 4</p> <p>Connecting facts within ten to facts within twenty</p>	<p>Block 1: Week 5</p> <p>Connecting facts within ten to facts within twenty</p>	<p>Block 1: Week 6</p> <p>Applying understanding to add and subtract within twenty</p>



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English	<p>Introducing children to our class 'Top 5' texts for this half term.</p> <p>Base line assessments in reading, writing and SPaG</p> <p>Elicitation Task: Look at pictures and watch an extract from 'How to train your dragon'. Choose a dragon to focus on in order to write their own sentences of description. Provide images and word banks to select from.</p>	<p>Genre: Fiction Text: Sylvia and Bird</p> <p>Imitate: Text immersion: Read and learn the story together.</p> <p>Story map the text.</p> <p>Complete a likes, dislikes, patterns, puzzles grid.</p> <p>Explore the vocabulary in the text and add it to the tiered pyramid. Create Dragon and Bird art for English display. Talk about theme of loneliness and unlikely friendship.</p> <p>Big Write: Describe a place that they visited in the summer holidays e.g. a beach, theme park, attraction, etc.</p>	<p>Genre: Fiction Text: Sylvia and Bird</p> <p>Innovate: Explore expanded noun phrases and varying sentence structures in the text.</p> <p>Consider the rich vocabulary that helps build the pictures in the reader's head.</p> <p>Children to experiment with longer noun phrases using rich and tiered vocabulary.</p> <p>Children begin to become familiar with terms noun, adjective, determiners. Model use of comma and children to apply.</p>	<p>Genre: Fiction Text: Sylvia and Bird</p> <p>Invent: Assessment Task: Plan and follow the features and structure of the original text to write a new friendship story with a different setting.</p> <p>Include expanded noun phrases and tiered vocabulary.</p>	<p>Genre: Non-Fiction information Text: What do you do with a tail like this?</p> <p>Elicitation Task: Show a page from the book and discuss what each animal would do with its nose or ears, etc. Children write captions for two or three of the noses, ears or tails.</p> <p>Imitate: Text immersion: Read the story and discuss the language patterns and features.</p> <p>Complete a likes, dislikes, patterns, puzzles grid.</p> <p>Explore the vocabulary in the text and add it to the tiered pyramid. Big Write: Recount of an Autumn Walk.</p>	<p>Genre: Non-Fiction information Text: What do you do with a tail like this?</p> <p>Innovate: Using structures and language features from the original text, shared writing of an innovated page.</p> <p>Children to experiment with longer noun phrases using rich and tiered vocabulary.</p> <p>Big Write: Expanded noun phrases about pets.</p> <p>Genre: Non-Fiction information Text: What do you do with a tail like this?</p> <p>Invent: Assessment Task: Using structures and language features from the original text, children write own pages on an animal of their own choice.</p> <p>Include expanded noun phrases, complex sentences, Tiered vocabulary and Y2 CEWs and spelling patterns</p>
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Spelling	Assess: Reading and spelling assessment of Year 1/2 Common Exception Words.	Y2 CEWs spellings home: door, floor, poor, behind, because, find, kind, mind	Y2 CEWs spellings home: child, children, wild, climb, most, only, both, old	Y2 CEWs spellings home: home: cold, gold, told, hold, every, everybody, even, pretty	Y2 CEWs spellings home: great, steak, break, after, fast, last, past, beautiful	Y2 CEWs spellings home: father, class, grass, pass, plant, path, hour, bath Y2 CEWs spellings home: move, prove, improve, sure, sugar, eye, who, whole
Phonics/Grammar	Phonics Assessments Little Wandle Phase 5 Review Letterjoin Handwriting Assessment	Phase 5 Review: ai/ee/igh/oa People eye whole Grammar Focus: Word classes Cursive Handwriting	Phase 5 Review: oo/yoo/air/ur/ow Through improve move prove shoe two who beautiful their parents Grammar Focus: Word classes Cursive Handwriting	Phase 5 Review: or/zh/ch/sh Thought sure Grammar Focus: Noun phrases Cursive Handwriting	Phase 5 Review: /s/u/e/i/o/uoo/schwa er/a/or/ar/our/re Once again any many friend busy pretty because laugh Grammar Focus: Noun phrases Cursive Handwriting	Phase 5 Review: ie/y/ea/a Friend Grammar Focus: Sentence structures Cursive Handwriting Consolidate and Assess Grammar Focus: Subordinate clauses Cursive Handwriting
Science Animals including humans	What do humans need?	What are offspring?	How do animals change as they grow into adults? Do we all grow the same?	Do we need to exercise? What is a healthy diet?	Why do we need to have good hygiene?	How can we feel better when we are ill?
Nature School	Nature school safety rules Firepit story Explore areas	Leaf rubbings	Seeds, Acorns, Conkers	Spiders and webs	Muddy puddles and rain	Blackberries and apples around the fire pit Autumn walk around Candy's field
PE Leap into Life	Functional Movement Progression 1 To run using a variety of different speeds and techniques. To develop	Movement Concepts Progression 1 To track and follow a partner into a space. To move into a space to	Aesthetic Movement Progression 1 To focus on isolated body movements linked together in a variety of	Aesthetic Movement Progression 2 To link together a series of actions and shapes to create a movement	Manipulative skills Progression 1 To receive and release a variety of equipment into a space. Individual	Functional Movement Progression 2 To use a range of jumping techniques.



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	fluency in running technique.	lose a partner within set boundaries.	ways. To reverse the direction and the leading side.	sequence.	and paired work using hands and feet.	Functional Movement Progression 3 To develop the lunge into a piece of continuous movement; lunge into a jump or run.
Computing IT around us (DL and IT)	To recognize the uses and features of information technology	To identify the uses of technology in school	To identify information technology beyond school	To explain how to use information technology safely	To recognize that choices are made when using information technology	To recognize the uses and features of information technology
Internet Safety	Unit 01: Think before you share – Activity 2, Be Internet Legend Curriculum					
History How has technology changed over the last 60 years?	How can we find out about the past?	How has technology changed how we write?	How has technology changed how we talk?	How has technology changed the way we are entertained?	Who are the important inventors in the history of technology?	
Art: Sculpture- How have artists been inspired by castles?	How have castles inspired Staffordshire Pottery?	What is a clay relief sculpture?	What is a clay relief sculpture?	How can I use colour to enhance my sculpture?	How have other artists been inspired by castles?	How can I evaluate my sculpture?
Music Charanga Hands, feet, heart South African Music	Hands, feet, heart by Joanna Mangoua Listen and appraise Warm up games Learn to sing the song Perform the song	The Click Song by Miriam Makeba Listen and appraise Warm up games Learn to sing the song Play your instrument with the song Perform the song	The Lion Sleeps Tonight by Soweto Gospel Choir Listen and appraise Warm up games Learn to sing Play your instrument with the song Improvise with the song Perform the song	Bring Him Back Home by Hugh Masekela Listen and appraise Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	You Can Call Me Al by Paul Simon Listen and appraise Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song	Hiokoloza by Arthur Mofokate Listen and appraise Warm up games Learn to sing Play your instrument with the song Improvise with the song Compose with the song Perform the song
Educational visits/visitors				Museum loan of technology from the past		