



**CLASS HALF TERM OVERVIEW OF PLANNING**  
**Year 2 - Sycamore Class**  
**Autumn 2**

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>
<b>RE</b>  <b>1:3</b>  <b>Why does Christmas matter to Christians?</b>	<p>Look for signs that Christmas is coming, winter, decorations, adverts.</p> <p>Tell the story of Beauty and the Beast – a character who appears to be someone he is not. Look at a picture of baby Jesus from Christian tradition. What can pupils tell about him from the picture? Most Christians believe he was very special – not an ordinary baby but God on Earth! Note that the word ‘incarnation’ means ‘God in the flesh’.</p>	<p>Talk about getting a bedroom ready for a new baby. What would families do to prepare? Imagine the new baby is ‘God come to Earth’ – what kind of room do the pupils expect would be suitable for this baby? Who might come and visit?</p>	<p>Tell the story of the Nativity from the Gospel of Luke, chapters 1 and 2. Pupils draw pictures/write sentences to retell the story.</p>	<p>Talk about Jesus’ birth in the outhouse/stable – what were conditions like, and who visited? Luke’s story talks about Jesus’ birth being ‘good news’. Talk about who it might be good news for and why, and why Christmas is important for Christians.</p>	<p>Look at a selection of Christmas cards: which ones have got a clear link to the story in Luke? Ask pupils to explain the links. Visit the church to find out what will be happening around Christmas. Find out about the colours the vicar/priest might wear; what other signs will there be about Jesus’ birthday and that this is important to Christians?</p>	<p>Introduce the word ‘advent’, when Christians prepare for Jesus’ arrival. Find out about some Advent traditions (e.g. Advent wreath, candle, calendar, making a crib scene, etc.) Visit the church to look for these signs of Advent. Make connections with the kinds of decorations people put up for birthdays with those put up by Christians for Jesus’ birthday. What decorations would connect with the story in Luke? People give gifts and they also say ‘thank you’ at Christmas. Ask pupils to create the ‘thank you’ prayers of all the characters in the Nativity story in Luke. Think about all the people pupils would like to thank at Christmas time. Ask pupils to create some of their own ‘thank you’ cards and give them out. Windows, Mirrors, Doors</p>



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<b>PSHE Growing and Changing</b>	<p>A Helping Hand</p> <p>Give positive feedback to people. What feedback is supportive and helpful.</p>	<p>Sam moves away.</p> <p>Recognise the range of feelings that are associated with losing and being reunited with a person they are close to.</p>	<p>Haven't you grown!</p> <p>Identify different stages of growth. Understand and describe some of the things that people are capable of at these different stages.</p>	<p>My body, your body</p> <p>Identify which parts of the human body are private. Explain that a person's genitals help them make babies when they grow up. Understand that humans mostly have the same body parts, but they can look different from person to person.</p>	<p>Respecting Privacy</p> <p>Explain what privacy means. Know that you are not allowed to touch other people's belongings without permission. Give examples of private information.</p>	<p>Some secrets should never be kept.</p> <p>Explain how unwanted touch can make someone feel. Understand that there are unsafe secrets. Some secrets can be nice surprises. Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so that they can help it stop.</p>
<b>Maths</b>	<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>APED Assessment</p> <p>Investigation: Snacks</p> <p>Number Bonds and 10x Table</p>	<p>Shape</p> <p>Recognise 2D and 3d shapes Count sides on 2D shapes Count vertices on 2D shapes Draw 2D shapes Lines of symmetry on 2D shapes Use lines of symmetry to complete shapes Sort 2 D shapes</p> <p>Investigation:</p> <p>Number Bonds and 2x Table</p>	<p>Shape</p> <p>Count faces of 3d shapes Count edges on 3D shapes Count vertices on 3 D shapes Sort 3Dshapes Make patterns with 2D and 3D shapes</p> <p>APED Assessment</p> <p>Number Bonds and 5x Table</p>	<p>Money</p> <p>Count money in pence Count money in pounds (notes and coins) Count money in pounds and pence Choose notes and coins Make the same amount</p> <p>Investigation:</p> <p>Number Bonds and 3x Table</p>	<p>Money</p> <p>Compare amounts of money Calculate with money Make a pound Find change Two step problems.</p> <p>APED Assessment</p> <p>Number Bonds and 10x Table</p>	<p>Multiplication and Division</p> <p>Recognise equal groups Make equal groups Add equal groups Introduce the X symbol Multiplication sentences</p> <p>Investigation:</p> <p>Number Bonds and 2X Table</p> <p>Use arrays Make equal groups-grouping Make equal groups-sharing</p> <p>Investigation: Number Bonds and 5x Table</p>



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No Nonsense Number	Block 2: Week 1	Block 2: Week 2	Block 2: Week 3	Block 2: Week 4	Block 2: Week 5	Block 2: Week 6
<b>English Poetry- 'Twas the night before Christmas</b>	<p>Add three 1 digit nos. use understanding of 10's and doubles.</p>	<p>Add three or four 1 digit nos. use understanding of 10's and doubles.</p>	<p>Use understanding of 10 to understand 100</p>	<p>Use understanding of 10 to understand 100</p>	<p>Apply understanding of 100</p>	<p>Apply understanding of 100 and 3 1 digit-numbers</p>
	<p>Introducing children to our class 'Top 5' texts for this half term.</p> <p>Elicitation Task: Write a recount of the events of Bonfire Night.</p> <p>Genre: Non-Fiction Text: The Great Fire of London</p> <p>Imitate: Text immersion: Read and learn the information together. Watch BBC videos of GF of L recreation.</p> <p>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.</p>	<p>Genre: Non-Fiction Text: The Great Fire of London</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>Big Write: Write a poem describing fireworks. Watch London's firework display on IWB for inspiration.</p>	<p>Genre: Non-Fiction Text: The Great Fire of London</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>Big Write: Write a postcard as if you are Paddington, telling Aunt Lucy about your favourite place to visit in London.</p>	<p>Genre: Non-Fiction Text: The Great Fire of London</p> <p>Invent: Assessment Task: Plan and follow the features and structure of the original text to plan a diary entry about The Great Fire of London from a child's viewpoint.</p> <p>Plan by mapping and adding key words/phrases.</p>	<p>Genre: Fiction Text: How to catch Santa</p> <p>Elicitation Task:</p> <p>Imitate: Text immersion: Read the story and discuss the language patterns and features.</p> <p>Complete a likes, dislikes, patterns, puzzles grid. Explore the vocabulary in the text and add it to the tiered pyramid.</p> <p>Big Write: Write a description of a Christmas scene from The Snowman and The Snowdog.</p>	<p>Genre: Fiction Text: How to catch Santa</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. Big Write: Write an acrostic Christmas Poem.</p> <p>Invent: Assessment Task: Using structures and language features from the original text, children write instructions for 'How to catch an elf'.</p> <p>Include expanded noun phrases, complex sentences, Tiered vocabulary and Y2 CEWs and spelling patterns</p>



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<b>Spelling</b>	Assess: Reading and spelling assessment of Year 1/2 Common Exception Words.	Y2 CEWs spellings go, gold, grass. great, half, has, he	Y2 CEWs spellings Here, his, hold, hour, house, I, improve	Y2 CEWs spellings is, kind, last, love, many, me, mind	Y2 CEWs spellings money, most, move, Mr, mrs, my, no	Y2 CEWs spellings Of, old, once, one, only, our, parents Y2 CEWs spellings Pass, past, path, people, plant, poor, pretty
<b>Phonics/Grammar</b>	Y2 Bridge to Spelling  What do I need to know about spelling? How do I use the Complete the Code chart to help me spell? Letterjoin Handwriting Assessment	Why do I double letters at the end of words? Why do I double letters in some longer words ending in er?  Grammar Focus: Word classes	Why do some words end in k or ck? Why do some words end in ch or tch?  Grammar Focus: Word classes	When do I add the suffix es/s to words? Why do I double the final letter in some words when I add the suffix ing?  Grammar Focus: Noun phrases	Why do I swap the y for an I when I add the suffix ed?  Grammar Focus: Noun phrases	Why do I drop e when I add the suffix ing?  Grammar Focus: Sentence structures  Grammar Focus: Subordinate clauses
<b>Science Living things and their habitats</b>	Is it living, dead or never been alive?	What is a microhabitat?	How are habitats different around the world?	What conditions do woodlice prefer?	How are living things adapted to their habitat?	What is a food chain?
<b>Nature School</b>	Stick man winter story around the fire pit	Cardboard tube snowmen	Stained glass stars	Paper plate Christmas trees	Lolly stick snowflakes	Pinecone tree decorations for church Christmas Tree
<b>PE Leap into Life</b>	Movement Concepts Progression 2  To perform fundamental locomotor skills to music, developing rhythm and timing of movements.	Aesthetic Movement Progression 3  To travel using symmetrical moves and to link these to a variety of symmetrical body shapes.	Aesthetic Movement Progression 4  To travel using asymmetrical actions and to link these to a variety of asymmetrical shapes.	Manipulative Skills Progression 2  To link together a series of actions and shapes to create a movement sequence.	Functional Movement Progression 4  To develop leaping to achieve different heights and distances	Functional Movement Progression 5  To develop strength when using a push or pull force with a partner.
<b>Computing Digital Photography</b>	Creating media – Digital photography ( <i>IT and DL</i> ) To make a digital device take a photograph	To make choices when taking a photograph	To describe what makes a good photograph	To decide how photographs can be improved	To use tools to change an image	To recognize that photos can be changed
<b>Internet Safety</b>	Unit 02: Check it's for real – Activity 2, <a href="#">Be Internet Legend Curriculum</a>					



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History How did the Great Fire change London?	What was London like in 1666?	What happened on 2nd September 1666?	How did the fire spread, and how do we know?	What was left of London?	How was London rebuilt?	How did the fire impact the future?
DT - Construction - London's Burning: Rebuilding History - How can we recreate houses from the time of the Great Fire of London using strong and stable structures?						
Music Charanga Ho, Ho, Ho	Ho Ho Ho by Joanna Mangona Listen and Appraise Warm up Learn to sing the song	Choose your own listening resource Ho Ho by Joanna Mangona Listen and Appraise Warm up Learn to sing the song Add percussion	Bring Him Back Home (Nelson Mandela) by Hugh Masekela Ho Ho by Joanna Mangona Listen and Appraise Warm up Add percussion Improvise	Christmas singing	Christmas singing	Christmas Performance
Educational visits/visitors				Great Fire of London Experience Day		Church