

Year group: 2		Term: Autumn 2
Subject	Strand	Unit of work title / Overview
English	<i>Reading</i>	To continue to develop automaticity when reading. To develop fluency and expression. To explore and understand a text.
	<i>Writing</i>	Writing to entertain: Poetry and narrative with a familiar structure. Key texts: Poetry by James Carter, Bog Baby by Jeanne Willis and The Polar Express by Chris Van Allsburg.
	<i>Phonics/Spelling</i>	Read Write Inc. Recapping set 3 sounds. Year 2 Common Exception Words (Autumn 2). Homophones, dge/ge, /s/ spelt as 'c' before 'e', 'i' and 'y' and /n/ spelt as 'kn' and 'gn' at the beginning of words.
	<i>Grammar</i>	Identify, generate, and effectively use noun phrases to describe. To say, write and punctuate compound sentences using joining words and, but so and or (co-ordination). Begin to use subordinating conjunctions that, because and if.
	<i>Punctuation</i>	Secure the use of capital letters, full stops, exclamation, and question marks.
Maths	<i>Mental calculations</i>	Adding 1s and 10s to a two-digit number. Secure number bonds to 10, 20 and 100. Counting in 2s, 5s and 10s.
	<i>Written calculations</i>	Addition and subtraction of two 2-digit numbers.
	<i>Units of work</i>	Addition and subtraction: Add and subtract 10s, Add two 2-digit numbers (not across a 10) moving to adding two 2-digit numbers crossing a 10. Subtracting two 2-digit numbers across a 10. Mixed additional and subtraction, compare number sentences and missing number problems. Shape: Count the sides and vertices on 2-D shapes, draw 2-D shapes and identify lines of symmetry. Count faces, edges, and vertices on 3-D shapes. Sorting and making patterns with 2-D and 3-D shapes.
Science	<i>Working scientifically</i>	Performing simple tests. Identifying and classifying.
	<i>Units of work</i>	Animals including Humans: Health and Hygiene. Describe the importance for exercise, eating the right amounts of different types of food and hygiene. To know that good hygiene is important for preventing infections and illnesses and handwashing will help the spread of germs. Name and sort the main food groups and know the importance of balancing the different food groups to be healthy.
Spanish	<i>Units of work</i>	En mi pueblo – My Town
History	<i>Units of work</i>	Changes within living memory: How have holidays changed over time? Key features of seaside holidays now and in the past. Holidays were traditionally celebrated during religious festivals (holy days) but the reason for holidays have changed over time. To know that 200 years ago, wealthy people began go to the seaside by horse and carriage. To know when and how holidays abroad became popular.
Art/D.T.	<i>Artist</i>	Piet Mondrian and Kandinsky.
	<i>Units of work</i>	Painting - Genre: Abstract: mixing, colour and lines. Outcome: Kandinsky-style painting DT: Mechanisms - Wheel and axles. Designing, making, and evaluating a small-wheeled trolley. Technical knowledge: Explore and use wheels, acles and axle holders, distinguish between fixed and freely moving axles.
Music	<i>Musician</i>	<i>Tchaikovsky – The Nutcracker.</i>
	<i>Units of work</i>	Singing: Begin to sing simples songs with a small range.
RE	<i>Units of work</i>	What makes some places special to believers? Pupils will find out about various places of worship and why they are important. They will focus on key features of Churches, Mosques and Synagogues learning about how these can vary within different traditions. Pupils will spend time considering the similarities that all places of worship have and how they support their local communities.
Computing	<i>Units of work</i>	Digital literacy: Online relationships and online bullying. Hour of Code Course B, understanding algorithms.
PE	<i>Units of work</i>	Large ball skills: To use a range of movements to develop control of a ball and show control when travelling with a ball, changing speed and direction. To learn good techniques for catching and throwing. To build the skills into a game. Social Skill Focus: Communication, encouragement, determination, and respect.
PSHE	<i>Units of work</i>	Relationships. What is positive, respectful, and safe behaviour? How to respond if behaviour makes them feel uncomfortable or unsafe. When we should ask for permission and when their permission should be sought. How to listen to other people and play/work cooperatively. How to talk about and share their opinions on things that matter to them.