

## Half Term Overview Planner

Teachers: Mrs Kay      Year Group: Year 2      Academic Year: 2017-2018 Term: Autumn 1<sup>st</sup> Half

Subject	Week 1 4.9.18	Week 2 10.9.18	Week 3 17.9.18	Week 4 24.9.18	Week 5 1.10.18	Week 6 8.10.18	Week 7 15.10.18
<b>English</b>	<p>Spoken Language</p> <ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>Articulate and justify answers, arguments and opinions</li> </ul> <p>Reading comprehension</p> <ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by: being encouraged to link what they read or hear read to their own experiences</li> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul> <p>Word Reading</p> <ul style="list-style-type: none"> <li>continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>read words containing common suffixes</li> <li>read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word</li> <li>read most words quickly and accurately when they have been frequently encountered without overt sounding and blending</li> </ul> <p>Writing - Transcription</p> <ul style="list-style-type: none"> <li>segment spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>learning to spell common exception words</li> <li>distinguishing between homophones and near-homophones</li> </ul> <p>Writing - Composition</p> <p>Develop positive attitudes towards and stamina for writing by:</p> <ul style="list-style-type: none"> <li>writing about real events</li> <li>writing for different purposes</li> </ul> <p>Consider what they are going to write before beginning by:</p> <ul style="list-style-type: none"> <li>planning what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> </ul> <p>Make simple additions, revisions and corrections to their own writing by:</p> <ul style="list-style-type: none"> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense</li> </ul>						

	<ul style="list-style-type: none"> <li>• proof-reading to check for errors in spelling, grammar and punctuation (e.g. ends of sentences punctuated correctly)</li> </ul> <p>Writing - Handwriting</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul> <p>Spelling, Vocab, Grammar</p> <ul style="list-style-type: none"> <li>• learn how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks, question marks, commas for lists</li> <li>• sentences with different forms: statement, question, exclamation, command</li> <li>• expanded noun phrases to describe and specify, e.g. the blue butterfly</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Children begin to learn to join their handwriting.</li> </ul>	
	<p style="text-align: center;"><b>Letter Writing/Postcards Meerkat Mail</b></p> <p style="text-align: center;"><b>Phonics and SPaG</b></p>	<p style="text-align: center;"><b>Information Leaflet</b></p> <p style="text-align: center;"><b>Leaflet relating to IPC topic - holiday destination/Plymouth</b></p> <p style="text-align: center;"><b>Phonics and SPaG</b></p>
<p><b>Maths</b></p>	<ul style="list-style-type: none"> <li>• Count to twenty forwards and backwards, beginning with 0 or 1, or from any given number.</li> <li>• Count, read and write numbers to 20 in numerals and words.</li> <li>• <b>Read and write numbers to at least 100 in numerals and words.</b></li> <li>• <b>Recognise the place value of each digit in a two digit number (tens and ones)</b></li> <li>• Given a number, identify one more or one less</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line and use the language of: equal to, more than, less than (fewer), most, least.</li> <li>• <b>Identify, represent and estimate numbers using object and pictorial representations including the number line.</b></li> <li>• <b>Compare and order numbers from 0 to 100; use &lt; &gt; and = signs</b></li> <li>• <b>Use place value and number facts to solve problems.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Represent and use number bonds and related subtraction facts within 20.</li> <li>• <b>Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100.</b></li> <li>• Read, write and interpret mathematical statements involving addition +, subtraction - and equals = signs.</li> <li>• Add and subtract one digit number to 20, including zero.</li> <li>• <b>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers.</b></li> <li>• Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.</li> <li>• <b>Solve problems with addition and subtraction: using concrete objects and pictorial representations,</b></li> </ul>

		<p>including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.</p> <ul style="list-style-type: none"> <li>• Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</li> </ul>
	Number: Place Value	Number: Addition and Subtraction
<b>IPC</b>	<p><b>IPC Hooray Let's Go on Holiday</b>  <b>Children will follow the travels of Sunny the Meerkat as he visits different destinations. Children will find out about different countries to help Sunny decide where to go.</b></p>	
	<p>Holiday destinations - Brisbane (Aus), Florida (USA), Antarctica, Rome (Italy), Cairo (Egypt), London (UK), St Lucia (Caribbean), Paris (France), Africa</p> <p>Draw comparisons between England and these countries</p>	<p>My locality - Plymouth/Devon/Cornwall</p> <p>Attractions in and around Plymouth</p> <p>Plymouth as a holiday destination</p>
<b>IPC Geography</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the places people go to on holiday</li> <li>• How they get to their holiday destination</li> <li>• Some of the things people do on holiday</li> <li>• What people wear on holiday</li> <li>• How tourism can spoil holiday places</li> <li>• How and where to find different locations on maps</li> <li>• Basic map skills</li> </ul>	
<b>IPC History</b>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About the holidays that we have had in our own past</li> <li>• About the holidays that our families and other people have had in the past</li> <li>• What is the same and what is different between holidays in the past and today</li> <li>• About some of the wonders of the world</li> </ul>	

<b>IPC</b> <b>Cultural Awareness</b>	Children will learn: <ul style="list-style-type: none"> <li>• What is the same and what is different between the lives and home countries of the different children in our class</li> <li>• How to greet people in different languages</li> <li>• About future holidays in space</li> </ul>	
<b>Computing</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>IPC</b> <b>Art and Design</b>	<b>Art - Beach pictures - brush control, experimenting with colour</b> <b>DT - sand sculptures</b>	<b>Brian Pollard Pictures</b>
	Year 1/ 2 <ul style="list-style-type: none"> <li>• Be able to suggest ways of improving their own work.</li> <li>• Be able to comment on works of art.</li> <li>• Be able to plan what they are going to make and describe their plan in pictures and words.</li> <li>• Use tools and materials to make products.</li> <li>• Be able to use drawing, painting and sculpture to develop and share their ideas and imagination</li> <li>• Be able to use a variety of processes and materials.</li> </ul>	
<b>IPC</b> <b>Music</b>	<p style="text-align: center;"><b>Performance. Children to listen to, compare, compose and perform world music on African Drums.</b>  <b>Focus on rhythm and call and response.</b></p> <p>Be able to look at and discuss music from other cultures          Think about the purpose behind the music and why that differs from culture to culture          Listen to, compose and perform music from around the world</p>	
<b>PSHE/</b> <b>Citizenship/</b> <b>SEAL</b>	<p style="text-align: center;"><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• How to stay safe on holiday</li> <li>• Sun safety</li> <li>• Water safety</li> <li>• Transport - safety on trains, cars, road</li> <li>• What a pilgrimage is</li> <li>• Special places to our families - why?</li> </ul>	
<b>RE</b> Devon Agreed Syllabus	How should we live our lives? (Leaders and Teachers) <p style="text-align: center;"><b>God- Digging Deeper- story of Jonah and the whale</b></p>	

<b>PE</b>	<b>T4</b>
	Outdoor P.E will be led by T4 it will be based around multiskills and sportsmanship
	<b>Dance - dances from other culture</b> <ul style="list-style-type: none"><li>• The children will learn dances from other cultures and think about their importance to the people</li><li>• Children will consider what or if there are dances from our own culture</li><li>• Children will create a dance that reflects Plymouth and its history</li></ul>