Becontree Primary School
Year 2 Medium Term Overview of Learning (Autumn B)

Subjects	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication **Taught explicitly and implicitly in all lessons**	Vocabulary: tier 2 words linked to read aloud. *Also: Mild, Equator, Landscape* Speaking and listening: Listen and respond appropriately: I can understand longer instructions where I have to do several different things.	Vocabulary tier 2 words linked to read aloud. *Also: Climate, Extreme, Scorching* Speaking and listening: Listen and respond appropriately: I can understand longer instructions where I have to do several different things.	Vocabulary tier 2 words linked to read aloud. *Also: Feel, Surround, List* Speaking and listening: I can ask different types of questions to find things out.	Vocabulary tier 2 words linked to read aloud. *Also: Decade, Centuries, Features* Speaking and listening: I can ask different types of questions to find things out.	Vocabulary tier 2 words linked to read aloud. *Also: Similarities, differences, Adapt* Speaking and listening: I can say 'I don't understand' when I am stuck.	Vocabulary tier 2 words linked to read aloud. *Also: Strong, Suitable, Check* Speaking and listening: I can say 'I don't understand' when I am stuck.	Vocabulary tier 2 words linked to read aloud. *Also: Common, Solid, Detail* Speaking and listening: I can ask for help when I don't know what to do.
Grammar Units selected because they link to writing units.	Revision Compound sentence (and) (Sentence Ninja)	Singular and plural Unit 4 English	Expanded noun phrases Unit 8 English	Types of sentences Unit 9 English	Sentences, capital letters, full stops Unit 15 English	Using ing for actions in the past Unit 11 English	AFL review from previous units
Spelling	The /r/ sound spelled 'wr' at the beginning of words.	The /l/ or /ul/ sound spelled '-le' at the end of words.	The /l/ or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	Challenge Words Spelling Challenge Autumn B	The /l/ or /ul/ sound spelled '-al' at the end of words.	Words ending in '-il.'	AFL – address misspelt words.

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Reading **Phonics: My letters and sounds scheme for Phase 3, Phase 5 & Twinkl Scheme for Phase 6**	**Reading** Children will work at different reading phases: Book Study – Marv and the Dino Attack by Alex Falase-Koya, BERT reading or book banded reading book study Reading Comprehension lessons Read aloud – Leonora Bolt – Secret Inventor by Lucy Brandt **Phonics** **My letters and Sounds Scheme – Schofield and Sims** Children will be working at different phonic phases – Phase 3, Phase 5 or Phase 6. Every week two coloured reading banded books will be sent home. Please read and enjoy these books with your child and write a brief comment in their reading record.						
Writing	**Recount: Tea Party** To answer where, why, who, what and when questions. To write a scene setting opening. To put events in chronological order.	**Recount: Tea Party** To use time connectives. To use the past tense. To use names of people, places and objects. To write in the first person. To end with a comment on the event. To edit and improve writing	**Fact file**: Linked to geography unit (UK) To introduce the concept of a fact file. To introduce the content of the fact file with an opening sentence. To write in present tense. To use an impersonal tone. To use headings and subheadings. To use captions. To edit and improve writing.	**Fact file**: Linked to geography unit (UK) To write in present tense. To use an impersonal tone. To use headings and subheadings. To use captions. To edit and improve writing.	**Narrative: Character Description of an Elf** To describe characters using adjectives. To understand and use similes. To edit and improve writing.	**Narrative: Elf Story** To write in the past tense. To write in the third person. To develop writing stamina. To use appropriate story structure e.g. problem and resolution. To describe characters by what they say and do. To edit and improve writing.	**Narrative: Elf Story** To write in the past tense. To write in the third person. To develop writing stamina. To use appropriate story structure e.g. problem and resolution. To describe characters by what they say and do. To edit and improve writing.
Handwriting	**Nelson Red level** **Unit 15 &16** **‘oo’ and ‘wl’**	**Nelson red level** **unit 17 & 18** **‘of’ and ‘fl’**	**Nelson red level** **unit 19 & 20** **Break letters and capital letters**	**Nelson Yellow level** **unit 1** **‘in’ and ‘ine’**	**Nelson Yellow level** **unit 2** **‘ut’ and ‘ute’**	**Nelson Yellow level** **unit 3** **‘ve’ and ‘vi’**	AFL – Practise joins the children have found difficult

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Maths	**Measures- Length** Draw and measure lengths in centimetres Use and = to compare and order lengths in metres and centimetres	**Graphs** Represent and interpret: pictograms, block diagrams, tables and tally charts. Explore multiplication and division through arrays	**Graphs** Represent and interpret: pictograms, block diagrams, tables and tally charts. Explore multiplication and division through arrays **Revision**	**Assessment week**	**Multiplication and division** Explore division as grouping and as sharing Connect multiplication and division facts using commutativity and inverse	**Multiplication and division** Calculate the times tables of 2, 5, and 10 using different strategies	**Multiplication and Division** Connect multiplication and division facts using commutativity and inverse
Computing	To use a digital devise to 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 recognise that photographs can be changed	Digital photography Quiz
Foundation Subjects	**Geography** Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map.	**Geography** Describe some similarities and differences between the UK and Kenya. Investigate local weather conditions. Identify key features of hot and cold places.	**Christmas Arts and Crafts**	**History** To find out how schools have changed over time To investigate what school was like in the past. To investigate what school was like in the 1900s.	**History** To compare a modern classroom to a classroom 100 years ago. To compare three periods of time. To express a personal response to history.	**DT** To create a design brief To know what wheels and axels are. To design a moving vehicle To know where wheels and axels need to be on a vehicle To create a moving vehicle To securely fit the wheels and axels.	**DT** To test and improve moving vehicle Evaluate moon buggies

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<table>
<tr><td>Music</td><td colspan="7">Focus on Dynamics & Tempo:
• To learn to sing a song
• Practise, rehearse and share a song that has been learned in the lesson.
• Use body percussion, instruments and voices
• Find and keep a steady beat.
• To play an instrumental part on a glockenspiel
• To compose a piece of music considering how dynamics and tempo are used
• To use 3 or 5 notes to compose a piece of music
• To rehearse and perform a song

Children will also practise singing songs for the Christmas sing along and perform them to parents.</td></tr>
<tr><td>PSHE</td><td>Star Qualities

I can think of star qualities that I already have and would like to develop.</td><td>Positive Learners

I can explain how a positive learning attitude can help me.</td><td>Bright Futures

I can talk about jobs and tell my friends what I want to do.</td><td>Jobs for all

I can understand that it is the person’s interests and skills that make them suited for the job.</td><td>Going for goals

I can think about things I would like to achieve in the future.</td><td>Looking forward

I can think about changes which might happen to me and consider how I feel about them.</td><td>AFL – review previous units</td></tr>
<tr><td>RE
Why are different books special for different people?</td><td>Lesson 1
Why are some books more special than others?</td><td>Lesson 2
What holy books are special to us and why?</td><td>Lesson 3
Why is the Bible special and for whom?</td><td>Lesson 4
What is the Torah and why is it special?</td><td>Lesson 5
Why is the Qu’ran a special book?</td><td>Lesson 6
Why is the Shrimad Bhagwad an important book?</td><td>Lesson 7
What makes the Guru Granth Sahib a special book?</td></tr>
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PE	Indoor: Dance To remember, repeat and link actions to tell the story of my dance. Outdoor: Sending and Receiving To roll a ball towards a target.	Indoor: Dance To develop an understanding of dynamics and how they can show an idea. Outdoor: Sending and Receiving To track and receive a rolling ball.	Indoor: Dance Use counts of 8 to help you stay in time with the music. Outdoor: Sending and Receiving To send and receive a ball with your feet.	Indoor: Dance To copy, remember and repeat actions using facial expressions to show different characters. Outdoor: Sending and Receiving To develop catching skills.	Indoor: Dance To explore pathways and levels. Outdoor: Sending and Receiving To develop throwing and catching skills.	Indoor: Dance To remember and rehearse our circus dance showing expression and character. Outdoor: Sending and Receiving To send and receive a ball using a racket.	Indoor: Dance To consolidate key dance skills learned this half term Outdoor: Sending and receiving To send and receive the ball using skills we have learned this half term.
Enrichment	Please refer to the Curriculum section on the Becontree School Website to see Cultural Capital and Magic Moments for every year group. Also see the Long Term Planning Overviews for further information related to enrichment activities in every year group.						