

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. <i>Also: high, low</i> 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. <i>Also: always, never</i> 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. <i>Also: deep, longest</i> Speaking and listening: I can ask different types of questions to find things out.	Vocabulary tier 2 words linked to read aloud. <i>Also: a few, less</i> Speaking and listening: I can ask different types of questions to find things out.	Vocabulary tier 2 words linked to read aloud. <i>Also: above, below</i> Speaking and listening: I can say 'I don't understand' when I am stuck.	Vocabulary tier 2 words linked to read aloud. <i>Also: each, none</i> Speaking and listening: I can say 'I don't understand' when I am stuck.	Vocabulary tier 2 words linked to read aloud. <i>Also: short, long</i> 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 // or /ul/ sound spelled '-le' at the end of words.	The // or /ul/ sound spelled '-el' at the end of words. This spelling is used after m, n, r, s, v, w and commonly s.	The // or /ul/ sound spelled '-al' at the end of words.	Words ending in '-il.'	Challenge Words Spelling Challenge Autumn B	AFL – address misspelt words.
Reading Phonics : My letters and sounds scheme for Phase 3, Phase 5 & Twinkl for Phase 6 .	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6	10 min x 4 read aloud 30 mins x4 Reading session 20 mins x5 phonics Phonics phase 3/5 and 6
Writing	Instructions for paper plate puppet To know the features of instructional	Instructions for paper plate puppet To write a title for the instructions. To make a list of materials.	Fact file: Linked to geography unit (UK) To introduce the concept of a fact file.	To write in present tense. To use an impersonal tone. To use headings and subheadings.	Narrative: Character Description of an Elf To describe characters using	Narrative: Elf Story To write in the past tense. To write in the third person.	Narrative: Elf Story To write in the past tense. To write in the third person.

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	writing. To know and use imperative verbs. To identify instructional steps to make a paper plate puppet.	To order instructions (can be numbered). To use time connectives. To use imperative (bossy) verbs. To write instructions that can be followed by someone else. To edit and improve writing	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	To use captions. To edit and improve writing	adjectives. To understand and use Similes. To edit and improve writing	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	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 6 and 7	Nelson red level unit 7 and 8	Nelson red level unit 9 and 10	Nelson red level unit 10 and 11	Nelson red level unit 11 and 12	Nelson red level unit 13 and 14	AFL – Practise joins the children have found difficult
Maths	Measures- Length Draw and measure lengths in centimetres Use and = to compare and order lengths in metres and centimetres	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	Multiplication and division Explore division as grouping and as sharing Connect multiplication and division facts using commutativity and inverse	Assessment week	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 Consolidation
Computing	Digital Photography –						
Foundation Subjects - Science	Geography - Locational Knowledge of the UK & World	Geography - Atlases/Globes/World Maps Using aerial photos	Geography – Hot and Cold Equator North and South Pole	Christmas Arts and Crafts	ART- to use a range of materials creatively to design and make products.	ART- to use drawing and sculpture to develop and share their ideas, experiences and imagination.	ART- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

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Music	Focus on Dynamics & Tempo • To learn to sing a song • Practise, rehearse and share a song that has been learned in the lesson.	Focus on Dynamics & Tempo • 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	Focus on Dynamics & Tempo • 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	Focus on Dynamics & Tempo • To play an instrumental part on a glockenspiel • To compose a piece of music considering how dynamics and tempo are used	Focus on Dynamics & Tempo • To use 3 or 5 notes to compose a piece of music • To rehearse and perform a song	Focus on Dynamics & Tempo • To use 3 or 5 notes to compose a piece of music • To rehearse and perform a song	Focus on Dynamics & Tempo • To play an instrumental part on a glockenspiel • To use 3 or 5 notes to compose a piece of music • To rehearse and perform a song
PSHE	Respecting Rights Rights I can talk about what rights are and identify rights that all people share.	(Anti Bullying Week) Respecting Rights Protecting Our Rights I can explain who helps protect our rights.	Respecting Rights Respecting Others I can show respect for the rights of others and understand why this is important.	Respecting Rights Everybody's Different I can show respect for the differences between people	Respecting Rights Is It Fair? I can understand why it is important to be fair.	Respecting Rights Taking Part I can explain why making a positive difference is important.	AFL – review previous units
RE Why are different books special for different people?	Lesson 1 Why are some books more special than others?	Lesson 2 What holy books are special to us and why?	Lesson 3 Why is the Bible special and for whom?	Lesson 4 What is the Torah and why is it special?	Lesson 5 Why is the Qu'ran a special book?	Lesson 6 Why is the Shrimad Bhagwad an important book?	Lesson 7 What makes the Guru Granth Sahib a special book?
PE	Indoor: Dance To remember, repeat and link actions to tell the story of my	Indoor: Dance To develop an understanding of dynamics and how they can show an	Indoor: Dance Use counts of 8 to help you stay in time with the	Indoor: Dance To copy, remember and repeat actions using facial	Indoor: Dance To explore pathways and levels.	Indoor: Dance To remember and rehearse our circus dance showing	Indoor: Dance To consolidate key dance skills learned this half term

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