

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

	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: dirty, new</i> Speaking and listening: To listen and respond appropriately to adults and peers. To find the most important part of a spoken question.	Vocabulary tier 2 words linked to read aloud. <i>Also: cold, hot</i> Speaking and listening: To listen and respond appropriately to adults and peers. To find the most important part of a spoken question.	Vocabulary tier 2 words linked to read aloud. <i>Also: sharp, blunt</i> Speaking and listening: Listen and respond appropriately to their adults and peers. I can understand longer instructions where I have to do several things.	Vocabulary tier 2 words linked to read aloud. <i>Also: all, some</i> Speaking and listening: Listen and respond appropriately to their adults and peers. I can understand longer instructions where I have to do several things.	Vocabulary tier 2 words linked to read aloud. <i>Also: quick, stop</i> Speaking and listening: Ask relevant questions to extend understanding and knowledge. I can find things out by asking how or why questions.	Vocabulary tier 2 words linked to read aloud. <i>Also: funny, kind</i> Speaking and listening: Ask relevant questions to extend understanding and knowledge. I can find things out by asking how or why questions.	Vocabulary tier 2 words linked to read aloud. <i>Also: significant, local</i> Speaking and listening: Ask relevant questions to extend understanding and knowledge. I can find things out by asking how or why questions.
Grammar	Toolkit Milestone PACE (Sentence Ninja)	Revision Simple Sentence (Sentence Ninja)	Revision Compound Sentence (and) (Sentence Ninja)	Using and as a joining word Unit 3 English	Adding the prefix un Unit 1 English	Capital letters Unit 2 English	AFL – review from previous units.
Spelling	Words where 'dge' makes a /j/ sound	Words where 'ge' makes a /j/ sound	Words where 'g' makes a /j/ sound	Words where 'c' makes a /s/ sound before 'e', 'i' and 'y'	Words where 'kn' and 'gn' make a /n/ sound at the beginning of words	AFL – address areas of difficulty	Spelling challenge practise.
Reading Phonics: My letters and sounds scheme for Phase 5 Twinkl Phase 6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6	10 min x 4 read aloud 30 mins x4 Reading (including comprehension) 20 mins x5 Phonics phase 5/6
Writing	Recount – Trip to Valence House To answer where, why, who, what and when questions. To write a scene setting opening. To put events in chronological order. 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.			Traditional tales - Jack and the Beanstalk. To use language linked to traditional tales. To discuss the story using who, what, where, when and how.	Traditional tales - Jack and the Beanstalk. To explore the roles of heroes and villains. To predict what might happen based on events in the story and other	Traditional tales - Jack and the Beanstalk. To describe characters using adjectives. To compare characters from a traditional tale with a modern alternative.	Traditional tales - Jim and the Beanstalk. To write in the role of a character in first person. To edit and improve writing.

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	To edit and improve writing				known traditional tales.		
Handwriting	Differentiated. Focus on unit 1&2: 'un', 'ig' Nelson unit - Red	Differentiated. Focus on unit 3&4: 'ed', 'an' Nelson unit - Red	Differentiated. Focus on unit 5&6: 'ng', 'ch' Nelson unit - Red	Differentiated. Focus on unit 7&8: 'th', 'ill' Nelson unit - Red	Differentiated. Focus on unit 9&10: 'sl', 'ck' Nelson unit - Red	Differentiated. Focus on unit 11&12: 'st', 'nk' Nelson unit – Red	AFL – continued practise of some letter formation
Maths	Read, write, represent, partition, compare and order numbers to 100 Explore patterns including, odds and evens, tens and ones	Read, write, represent, partition, compare and order numbers to 100 Explore patterns including, odds and evens, tens and ones	Apply number bonds to add and subtract Represent and explain addition and subtraction of two 2-digit numbers. Add three 1-digit numbers	Apply number bonds to add and subtract Represent and explain addition and subtraction of two 2-digit numbers. Add three 1-digit numbers	Introduction to bar models as a representation Create, label and sketch bar models	Introduction to bar models as a representation Create, label and sketch bar models	Compare non-standard units and standard units Estimate, measure, compare and order length in metres
Computing	IT Around us Lesson 1: What is IT? To recognise the uses and features of information technology <ul style="list-style-type: none"> I can identify examples of computers I can describe some uses of computers I can identify that a computer is a part of IT 	IT Around us Lesson 2: IT in school To identify the uses of information technology in the school <ul style="list-style-type: none"> I can identify examples of IT I can sort school IT by what it's used for I can identify that some IT can be used in more than one way 	IT Around us Lesson 3: IT in the world To identify information technology beyond school <ul style="list-style-type: none"> I can find examples of information technology I can sort IT by where it is found I can talk about uses of information technology 	IT Around us Lesson 4: The benefits of IT To explain how information technology helps us <ul style="list-style-type: none"> I can recognise common types of technology I can demonstrate how IT devices work together I can say why we use IT 	IT Around us Lesson 5: Using IT safely To explain how to use information technology safely <ul style="list-style-type: none"> I can list different uses of information technology I can talk about different rules for using IT I can say how rules can help keep me safe 	IT Around us Lesson 6: Using IT in different ways To recognise that choices are made when using information technology <ul style="list-style-type: none"> I can identify the choices that I make when using IT I can use IT for different types of activities I can explain the need to use IT in different ways 	Consolidation

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<p>Foundation Subjects –</p> <p>Science: Living Things Habitats</p> <p>History: Becontree Centenary</p>	<p>History – Becontree Centenary</p> <p>To research the school in the 1990’s and compare to now.</p> <p>Activities to take place during the Becontree Centenary: Time capsule, to take part in a performance, to take part in a Park Run, to create bunting, to draw a self-portrait for a Centenary Tea Towel.</p> <p>To visit Valance House for an Archive session and talk.</p>			<p>Science- Explore and compare the differences between things that are living, dead, and things that have never been alive Identifying and classifying</p>	<p>Science- Explore and compare the differences between things that are living, dead, and things that have never been alive Notice that animals, including humans, have offspring which grow into adults Gathering and recording data to help in answering questions. Observing closely, using simple equipment</p>	<p>Science- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identifying and classifying.</p> <p>Gathering and recording data to help in answering questions.</p>	<p>Science- Identify and name a variety of plants and animals in their habitats, including micro-habitats</p> <p>Observing closely, using simple equipment. Identifying and classifying.</p> <p>Asking simple questions and recognising that they can be answered in different ways.</p>
<p>Music</p>	<p>Exploring Simple Patterns</p> <ul style="list-style-type: none"> To learn to sing a song To improvise using simple melodic and rhythmic patterns To consider the meaning of words in songs To listen and respond to orchestral music To consider how dynamics are used in songs To rehearse and perform a song To assess my learning using a quiz 						
<p>PSHE</p>	<p>Think Positive – Think Happy, Feel Happy!</p>	<p>Think Positive – it’s Your Choice</p>	<p>Think Positive – Go Getters</p>	<p>Think Positive – Let It Out</p>	<p>Think Positive – Be Thankful</p>	<p>Think Positive – Be Mindful</p>	<p>AFL</p>
<p>RE What can stories teach us about forgiveness?</p>	<p>Lesson 1 What does it mean to say we are sorry?</p>	<p>Lesson 2 Why do some people not want to say sorry?</p>	<p>Lesson 3 What can we learn about saying sorry and forgiveness?</p>	<p>Lesson 4 What do other people think about important values?</p>	<p>Lesson 5 How can I express what values are important to me?</p>	<p>Lesson 6 How can I express what values are important to me?</p>	<p>Lesson 7 Exit task Different ways to show that I am sorry</p>

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PE Outdoor – Ball skills	To develop rolling a ball to hit a target.	To stop a rolling ball.	To dribble a ball with your feet.	To develop kicking a ball.	To develop throwing and catching.	To develop dribbling a ball with your hands.	To continue to develop dribbling a ball with your hands.
Indoor - Fundamentals	To explore how the body moves when running at different speeds.	To develop changing direction and dodging.	To develop balance, stability and landing safely.	To explore and develop jumping, hopping and skipping actions.	To develop co-ordination and combining jumps.	To develop combination jumping and skipping in an individual rope.	To continue to develop combination jumping and skipping in an individual rope.