

Lowe's Wong Infant School Half Termly Overview



Year 2 Autumn 1

Enquiry Theme	What makes a good leader?
British Values & School Rules	Be kind
Real life application	Create and present a 'I have a dream...' speech, as an inspirational leader
Visits and Visitors	Leader from a local church or visit to The Minster for Leaders morning
English (core texts and genres)	<ul style="list-style-type: none"> • <u>'The Journey Home'</u> Frann Preston-Gannon Posters, lists, postcards, wanted posters, information reports, short stories <u>Main Outcome:</u> Know how to write a persuasive letter <ul style="list-style-type: none"> • <u>'Dear Earth'</u> Isabel Otter & Clara Anganuzzi Future aspirations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters <u>Main Outcome:</u> Know how to write an informative leaflet
Maths	<p style="text-align: center;">Place Value</p> <ul style="list-style-type: none"> • Know how to count numbers up to 100 by making ten. • Know how to read and write numbers up to 100 in words and numerals (encouraging correct formation). • Know that place value can be used to compare numbers – tens and ones. • Know how to use a place value chart to represent numbers. • Know how to partition numbers to 100 into tens and ones. • Know that two-digit numbers can be partitioned in different ways. • Know how to write numbers to 100 in an expanded form. • Know how to compare and order objects and numbers to 100 using < > and =. • Know how to use place value and number facts to solve simple problems. • Know how to count in steps of 2, 3 and 5 from zero and in tens from any number forwards and backwards. • Know how to identify, represent, and estimate numbers using different representations including the number line.
Science	<p style="text-align: center;">Animals need for survival</p> <ul style="list-style-type: none"> • Know that humans and animals have basic needs for survival. <u>Working scientifically</u> – Know how to ask simple questions and recognise that they can be answered in different ways. Know how to gather and record data to help in answering questions. Know how to identify and classify. Know how to use their observations and ideas to suggest answers to questions.
	<p style="text-align: center;">Humans</p> <ul style="list-style-type: none"> • Know that eating the right amounts of different types of foods is important. • Know that hygiene is important for humans. • Know that exercise is important for humans. <u>Working scientifically</u> – Know how to gather and record data to help in answering questions. Know how to identify and classify. Know how to observe closely, using simple equipment.
R.E.	Leaders Unit 2.1

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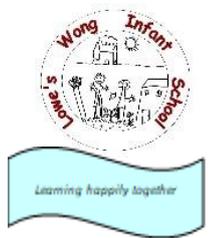
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	<ul style="list-style-type: none"> • Know how to recognise what is meant by describing Moses as a great leader, or Peter as a Saint, giving examples of their leadership. • Know how to ask questions about leadership and suggest answers. • Know how to respond to the idea that Moses was guided by God, or given wisdom by God. • Know how to express an idea about my own leadership, linking it to the stories they have learned. • Know how to give an example of a great leader. • Know how to recall and name key figures in the stories they studied, saying what they did
History	<p style="text-align: center;">Significant Individuals beyond Living Memory</p> <ul style="list-style-type: none"> • Know that there are some international events and people beyond living memory – Martin Luther King / Rosa Parks. • Know that they can show knowledge and understanding in different ways: drawing, writing, talking, and role play. • Know that periods in time have similarities and differences to the present time and to make connections with the past. • Historical vocabulary: before, after, past and present, then and now, timeline, chronology, explain, empathy, artefacts, important, event, order
Geography	<p style="text-align: center;"><i>Geography is not a driver or enhancer subject this half term</i></p>
Music	<p style="text-align: center;">Hands, Feet, Heart</p> <p style="text-align: center;">Style of main song: Afropop, South African Unit theme: South African music.</p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> • Know that some songs have a chorus or a response/answer part. • Know how they can enjoy moving to music by dancing, marching, being animals or pop stars. <p><u>Games</u></p> <ul style="list-style-type: none"> • Know that music has a steady pulse, like a heartbeat. • Know that we can create rhythms from words, our names, favourite food, colours and animals • Know how to use pulse, rhythm and pitch when playing musical games. (Year 2 Games) <p><u>Singing</u></p> <ul style="list-style-type: none"> • Know that unison is everyone singing at the same time. • Know why we need to warm up our voices. • Know how to find a comfortable singing position. • Know how to start and stop singing when following a leader. <p><u>Playing</u></p> <ul style="list-style-type: none"> • Know how to name untuned percussion instruments that are played in class. • Know how to treat instruments carefully and with respect. • Know how to listen to and follow musical instructions from a leader. <p><u>Improvisation</u></p> <ul style="list-style-type: none"> • Know that improvisation is making up your own tunes on the spot. • Know how to improvise using the three challenges. <p><u>Composition</u></p> <ul style="list-style-type: none"> • Know that everyone can compose. • Know how to create a simple melody using one, two or three or five notes. <p><u>Performance</u></p>

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	<ul style="list-style-type: none"> • Know that an audience can include your parents and friends. • Know how they can add their ideas to the performance.
Art	<p style="text-align: center;">Drawing – pastel portraits leaders</p> <ul style="list-style-type: none"> • Know that pattern and texture can be used to create drawings. • Know that a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk, can be used for drawing. • Artist – Jean-Michel Basquiat - Know how to use inspiration from famous, notable artists to create their own work.
D&T	<p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> • Know that textiles can be joined to make a product. • Know how to join textiles using a running stitch.
PE	<p style="text-align: center;">Multi-Skills & Healthy Body & Mind</p> <ul style="list-style-type: none"> • Know that their heart rate and temperature change during exercise. Know that they have a pulse to measure heart rate. • Know that simple tactics can be used while participating in team games. • Know that a ball can be caught and controlled in movement. • Know how to catch and control a ball in movement, working with a partner or in a small group. • Know that basic tactics can be used in a simple team game. • Know that simple tactics can vary, be chosen and used. <p style="text-align: center;">Football Skills</p> <ul style="list-style-type: none"> • Know how to catch and control a ball in movement working with a partner or in a small group. • Know that basic tactics can be used in a simple team game. • Know that there are best places to stand during a team game, to support the game.
Computing	<p style="text-align: center;">Making Music Purple Mash Unit 2.7</p> <ul style="list-style-type: none"> • Know how to explore, edit and combine sounds using 2Sequence. • Know how to add sounds to a tune to improve it. • Know that and think about how music can be used to express feelings and create tunes which depict feelings. • Know how to upload a sound from a bank of sounds into the Sounds section. • Know how to record their own sound and upload it into the Sounds section. • Know how to create their own tune using the sounds which they have added to the Sounds section.
PSHE	<p style="text-align: center;">Me and my relationships</p> <ul style="list-style-type: none"> • Know how to suggest actions that will contribute positively to the life of the classroom. • Know how to make and undertake pledges based on those actions. • Know how to take part in creating and agreeing classroom rules. • Know how to use a range of words to describe feelings. • Know that people have different ways of expressing their feelings. • Know how to identify helpful ways of responding to other's feelings. • Know how to recognise, name and understand how to deal with feelings. • Know how to explain where someone could get help if they were being upset by someone else's behaviour. • Know that friendship is a special kind of relationship. • Know how to identify some of the ways that good friends care for each other. • Know how to explain the difference between bullying and isolated unkind behaviour. • Know that there are different types of bullying and unkind behaviour. • Know that bullying and unkind behaviour are both unacceptable ways of behaving.

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Learning Happily Together

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| | <ul style="list-style-type: none">• Know how to understand and describe strategies for dealing with bullying.• Know how to rehearse and demonstrate some of these strategies. |
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