

Year 2		1 st Half Autumn Term	2 nd Half Autumn Term
Theme/Topic title		Elite Explorers	Ferocious Fire and Devious Dark
Educational visits/Visitors			St John's Museum The great fire of London workshop and local visit
Hook		Sunny the meerkat is kidnapped by the jackal	Great Fire of London 3D house model burning with local firefighters
Class Texts		Meerkat Mail – Emily Gravett	Orion and the Dark – Emma Yarlett
Guided Reading		Amazing Grace Gorilla Not Now Bernard	Firework poems Great Fire of London Non-fiction Sammy the Street Dog
English	Fiction focus	Descriptive writing - sentences and adjectives Adventure narrative writing Wanted poster	Descriptive writing Narrative writing (first person)
	Non-fiction focus	Instructions (How to catch a jackal) Non-chronological report (Meerkats)	Diary Entry (Linked to the Great Fire of London or Guy Fawkes)
	Poetry	In an elite explorer's backpack	Bonfire night onomatopoeia poem Alliteration poem
	Phonics - revision and teaching of phase 5 gaps from Y1	'ee' family - ee, ea, e-e, y, ey, 'igh' family - igh, y, ie, i-e 'ai' family - ai, ay, a_e, ey 'oa' family - oa, ow, oe, o-e, o 'oo' family - oo, ew, ue, u-e, ui 'or' family - or, aw, au, al, oor Trigraphs – ear, air, ure, igh	Present tense –ing Past tense –ed Past tense irregular Silent letters Homophones (Revise phase 5 for screening check preparation)
	SPAG - taught in PPA	Nouns Adjectives Verbs Adverbs	Nouns/adjective sorting Verbs/adverbs sorting Word class sorting Sentence types Complex sentences Speech punctuation
Mathematics	Content overview	Mathematics Mastery <ul style="list-style-type: none"> Number within 100 Addition and subtraction of 2-digit numbers Addition and subtraction word problems 	Mathematics Mastery Number Measures – length <ul style="list-style-type: none"> Measures – length Graphs Multiplication and division (2s, 5s and 10s)
Science	Focus	Living things and their habitats – Safari Animals	Scientists and Inventors
	Content overview N.C. P.O.S.	<ul style="list-style-type: none"> Say what is different about things that are living, dead or have never been alive Identify some of the plants and animals in a familiar habitat Sort objects into categories Find microhabitats Describe the conditions in a habitat Ask questions about different habitats Describe the characteristics of some plants and animals Name some sources of food 	<ul style="list-style-type: none"> Discuss whether doctors are scientists (linked to the plague) Describe when and why we should wash our hands How do germs spread? Learning about the lives of famous scientists/inventors (Charles Macintosh) Learn about famous inventions (linked to Charles Macintosh)
	Cornerstones Investigation	How is mud made?	How do germs spread?

Computing	Focus	Presentation Skills	Preparing for Turtle Logo
	N.C. subject content	<p>Save files in an organised folder structure.</p> <ul style="list-style-type: none"> Save files in an organised folder structure Search for files on the computer Set windows side by side Format text boxes and images Reorder slides and present their presentation 	<ul style="list-style-type: none"> Turn accurately 90° (a quarter turn) Walk squares and rectangles Give and follow instructions Write an algorithm for a shape or a route Debug errors in an algorithm
	Online safety message	Create effective passwords to protect private information.	Be safe online using games (superhero protector)
Geography	Focus	Sensational Safari	
	N.C. subject content	<ul style="list-style-type: none"> Explain where Kenya is located in the world and find Kenya on a world map or globe Draw a map of Kenya and locate the capital city, some main cities and oceans Understand what some aspects of Kenyan life are like Describe some differences and similarities between Kenya and the UK Draw a freehand map of Kenya Draw a map of a national park and begin to consider the location of key features Identify animals that live in Kenya and begin to explain the concept of 'endangered species'. Confidently use compass directions to move around a map Use an atlas/globe to locate accurately places and landmarks in Kenya Ask geographical questions – Where is it? What is this place like? How near/far is it? 	
History	Focus		Gunpowder Plot - Great Fire of London
	N.C. subject content		<ul style="list-style-type: none"> Order events in a period of history studied and begin to recall the dates of important events Use the stories of famous historical figures to compare aspects of time in different times Begin to understand cause and effect by looking at a significant individual's actions and what happened as a result Show increased knowledge and understanding of events beyond living memory through simple recordings, using text and drawings Talk about some of the key events of the Great Fire of London Say why the Great Fire of London spread and eventually stopped Explain that we know about the Great Fire because of Samuel Pepys' diary
Physical education	Content overview	Invasion Games	The Gunpowder Plot - Dance
	N.C. subject content	<ul style="list-style-type: none"> Begin to recognise how the body feels during and after physical activity Begin to use the terms attacking and defending Throw and catch a ball with a partner using different techniques Kick a ball whilst moving Pass a ball in different ways Begin to use throwing, catching and kicking skills in a game with some success Use at least one technique to attack, such as dodging to play a game with some success Use at least one technique to defend, such as marking to play a game with some success Begin to choose and use the best space in a game; perform learnt skills with some control Understand the importance of rules and follow them in simple games Begin to work as part of a team 	<ul style="list-style-type: none"> Work with a partner Follow their partner's movements Use expressions, gestures or movement to communicate ideas and feelings with support Follow a simple dance motif Say what they like about a movement or dance Move freely to music Cool down and stretch after exercise Be aware of personal space Dance in the wider space Move along a pathway Use their bodies to make sounds

Art and design	Focus	Perfect Portraits The children will have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them	
	N.C. subject content	<ul style="list-style-type: none"> Use drawing, painting and sculpture to develop and share ideas, experiences and imagination Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	
Design and technology	Focus		Fabric Faces The children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. Running stitch will be introduced during this unit. Finally, children get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.
	N.C. subject content		<ul style="list-style-type: none"> Create a template Create a simple design to explain what they intend to do Create a fabric face with support by joining pieces of fabric together and add features using appropriate materials and techniques Discuss their ideas as they develop and say what their design has to do to achieve the design criteria Evaluate their own ideas and adapt their designs to make improvements
Music	Focus	CHARANGA Hands, feet and heart – celebration of South African music	CHARANGA Ho, ho ho – Joanna Mangona
	N.C. subject content	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song (and optional extension activities) f. Compose with the Song 3. Perform the Song - perform and share your learning as you progress through the Unit of Work.
PSHE - including week 1 focus on return to school worries, routines etc.		3D PSHE: All about me Hygiene – teeth Hygiene – skin Hygiene – How do germs spread? Respect – gender similarities/differences Physical and emotional change with age Responsibility	British Values – role of emergency services (focus on firefighters) Protective behaviours
R.E.			Key question: How should we care for others and the world and why? How and why do we celebrate special and sacred times?
Cross curricular links	English	Topic Non-Chronological report – Kenya Science	Topic Diary (first person) – GFOL Science
	Maths	How is mud made? (measure – capacity) – science	
	Other		Burning 3D houses (British Values, role of emergency services) - PSHE

