

**St Francis of Assisi Catholic Primary School**  
**Year 2 Termly Overview of Planning**



	Autumn I	Autumn II
<b>RE</b>	<p><b>The Chosen People</b></p> <ul style="list-style-type: none"> <li>• Know that we were chosen by God and we thank God by helping others</li> <li>• Know why God chose Abraham and Abraham trusted God to guide him</li> <li>• Know that God chose Moses to help his people and we are also chosen to help others</li> <li>• Understand that Daniel had to be brave and have faith because he was chosen</li> </ul>	<p><b>Mysteries</b></p> <ul style="list-style-type: none"> <li>• Know and think about Mysteries</li> <li>• Know that there are three persons in one God</li> <li>• Know that we can think of God in different ways</li> <li>• Know that God chose Mary and Joseph to be the parents of Jesus</li> <li>• Know that Jesus is God's gift to the world</li> </ul>
<b>Maths</b>	<p><b>Place Value to 100 (4 weeks)</b></p> <ul style="list-style-type: none"> <li>• Count in steps of 2, 3, and 5 from 0 and in 10s from any number, forward and backward</li> <li>• Recognise the place value of each digit in a two-digit number (10s, 1s)</li> <li>• Identify, represent and estimate numbers using different representations, including the number line</li> <li>• Compare and order numbers from 0 up to 100; use &lt; &gt; and = signs</li> <li>• Read and write numbers to at least 100 in numerals and in words</li> <li>• Use place value and number facts to solve problems</li> </ul> <p><b>Addition and Subtract (3 weeks)</b></p> <ul style="list-style-type: none"> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> <li>• Recall and use addition and subtraction facts to 20 fluently and derive and use related facts up to 100</li> <li>• Show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot</li> <li>• Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and 1s</li> <li>• Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> </ul>	<p><b>Addition and Subtraction continued (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Add and subtract numbers using concrete objects, pictorial representations and mentally, including: a two-digit number and 1s; a two-digit number and 10s; 2 two-digit numbers; adding 3 one-digit numbers</li> <li>• Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods</li> </ul> <p><b>Money (2 weeks)</b></p> <ul style="list-style-type: none"> <li>• Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value</li> <li>• Find different combinations of coins that equal the same amounts of money</li> <li>• Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Multiplication and Division (1 week)</b></p> <ul style="list-style-type: none"> <li>• Solve problems involving multiplication and division, using materials, arrays and repeated addition.</li> </ul>
<b>English</b>	<p align="center"><b>Class Novel:</b> Here We Are/Little Red</p> <p><b>Writing Types:</b> Letters and Diaries (Here We Are), Narrative retelling (Little Red), Non-Fiction (link to Topics)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by writing for different purposes</li> </ul>	<p align="center"><b>Class Novel:</b> Pumpkin Soup</p> <p><b>Writing Types:</b> Narrative retelling, Recounts (link to History)</p> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>• Develop positive attitudes towards and stamina for writing by writing about real events and writing for different purposes</li> <li>• Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils;</li> </ul>

	<ul style="list-style-type: none"> <li>Consider what they are going to write before beginning by: planning or saying out loud what they are going to write about; writing down ideas and/or key words, including new vocabulary; encapsulating what they want to say sentence by sentence</li> </ul> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form lower-case letters of the correct size relative to one another</li> <li>Use spacing between words that reflects the size of the letters</li> </ul> <p><b>Reading (comprehension)</b></p> <ul style="list-style-type: none"> <li>Be introduced to non-fiction books that are structured in different ways</li> <li>Recognising simple recurring literary language in stories and poetry</li> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>	<p>proofreading to check for errors in spelling, grammar and punctuation</p> <p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>Use spacing between words that reflects the size of the letters</li> </ul> <p><b>Reading (comprehension)</b></p> <ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>Discussing their favourite words and phrases</li> <li>Making inferences on the basis of what is being said and done</li> <li>Answering and asking questions</li> <li>Predicting what might happen on the basis of what has been read so far</li> </ul>
<b>Reading</b>	<p><b>Ongoing in RWI</b></p> <ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>Reread these books to build up their fluency and confidence in word reading</li> </ul> <p><b>Ongoing (Class Novel and English Texts)</b></p> <ul style="list-style-type: none"> <li>Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul>	
<b>Grammar</b>	<ul style="list-style-type: none"> <li>Use punctuation correctly (full stop, capital letter, exclamation mark and question mark)</li> <li>Use sentences with different forms (statement and questions)</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (or, and, but) and subordination (when, if, because)</li> </ul> <p>Use the terms: nouns, adjectives, noun phrase, question, exclamation</p>	<ul style="list-style-type: none"> <li>Use the past and present tenses correctly and consistently, including the progressive form</li> <li>Use expanded noun phrases to describe and specify</li> <li>Use co-ordination (or, and, but) and subordination (when, if, because)</li> <li>Use punctuation correctly (commas in a list)</li> </ul> <p>Use the terms: suffix (ed and ing from Year 1), nouns, adjectives, noun phrase, tense (past and present), comma</p>
<b>Spelling</b>	<p><b>Ongoing in RWI</b></p> <ul style="list-style-type: none"> <li>Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>Learn new ways of spelling phonemes for which 1 or more spellings are already known and learn some words with each spelling, including a few common homophones</li> </ul>	

	<ul style="list-style-type: none"> <li>• Learn to spell common exception words</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> </ul>	
<b>PSHCE</b>	<p><b>Covid-19 Recovery</b></p> <ul style="list-style-type: none"> <li>• Keeping safe and well</li> <li>• Managing worries, fears and anxieties</li> <li>• Re-connecting with friends</li> <li>• Loss and bereavement</li> <li>• Gratitude and appreciation</li> <li>• Looking forward to learning</li> <li>• Resilience</li> </ul> <p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• I can identify some of my hopes and fears for the year</li> <li>• I understand some of my rights and responsibilities for being a member of my class and school</li> <li>• I can listen to other people and contribute my own ideas about rewards and consequences</li> <li>• I understand how following a learning charter will help me and others learn</li> </ul>	<p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes)</li> <li>• I understand that bullying is sometimes about difference</li> <li>• I can recognise what is right and wrong and know how to look after myself</li> <li>• I know some ways to make new friends</li> <li>• I can tell you some of the ways I am different to my friends</li> </ul>
<b>Geography/ History</b>	<p><b>Geography: Where Do I Live?</b></p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Name, locate and identify characteristics of the four counties and capital cities of the United Kingdom and its surrounding seas</li> <li>• Use basic geographical vocabulary to describe key physical and human features</li> </ul>	<p><b>History: The Great Fire of London</b></p> <ul style="list-style-type: none"> <li>• Understand the events of The Great Fire of London (significant events beyond living memory)</li> <li>• Find out about Samuel Pepys and his diary</li> </ul>
<b>Design Technology/ Art</b>	<p><b>Design Technology: Perfect Pizza</b></p> <ul style="list-style-type: none"> <li>• Use the basic principles of a healthy and varied diet to prepare dishes</li> <li>• Understand where food comes from</li> <li>• Select from and use a wide range of materials and components (including ingredients) according to their characteristics</li> <li>• Generate, develop and communicate their ideas through talking and drawing</li> </ul>	<p><b>Art: Sparks and Flames</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products (chalk, collage)</li> <li>• Develop a range of techniques in using colour, texture, shape and form</li> <li>• Use sculpture to develop and share their ideas, experiences and imagination.</li> </ul>
<b>Computing</b>	<p><b>Find It Fix It</b></p> <ul style="list-style-type: none"> <li>• I can give instructions to my friend and physically follow their instructions</li> <li>• I can tell you the order I need to do things to make something happen and talk about this as an algorithm</li> <li>• I can program a robot to do a particular task</li> <li>• I can watch a program execute and spot where it goes wrong so that I can debug it</li> <li>• I can use technology to organise and present my ideas, including adding text and images</li> <li>• I can use the keyboard on my device to add, delete and space text for others to read</li> <li>• I can tell you about an online tool that will help me to share my ideas with other people.</li> <li>• I can save and open files on the device I use</li> <li>• I can tell you why I use technology in the classroom, my home and community</li> <li>• I can identify benefits of using technology including finding information and communicating with others</li> </ul>	

	<ul style="list-style-type: none"> <li>I am starting to understand that other people have created the information I use</li> </ul>	
<p><b>Science</b></p>	<p><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene</li> </ul> <p><b>Working Scientifically (Pattern Seeking)</b></p> <ul style="list-style-type: none"> <li>Using their observations and ideas to suggest answers to questions</li> <li>Gathering and recording data to help in answering questions</li> </ul>	<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p><b>Working Scientifically (Comparative and Fair Testing)</b></p> <ul style="list-style-type: none"> <li>Performing simple tests</li> <li>Gathering and recording data to help in answering questions</li> </ul>