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| **Year group: 2** | | | **Term: Autumn 2** |
| **Subject** | **Strand** | **Unit of work title / Overview** | |
| **English** | *Reading* | Continue using VIPERS, developing comprehension skills. | |
| *Writing* | Writing poetry. Writing narratives about personal experiences and those of others (real and fictional). | |
| *Phonics/Spelling* | Read Write Inc. Recapping all set 2 and 3 sounds. Year 1 and Year 2 Common Exception Words. | |
| *Grammar* | Expanded noun phrases. Using nouns, adjectives, verbs, adverbs. | |
| *Punctuation* | Capital letters, full stops, exclamation and question marks. | |
| **Maths** | *Mental calculations* | Adding 1 and 10 to a two-digit number. Number bonds to 50. 2x, 5x and 10x tables. | |
| *Written calculations* | Column addition and subtraction. Exchanging and grouping numbers. | |
| *Units of work* | Addition and subtraction. Money. | |
| **Science** | *Working scientifically* | Performing simple tests. Identifying and classifying. | |
| *Units of work* | Everyday materials. Identify and compare the suitability a range of materials. How object shapes can be changed through squashing, bending, twisting and stretching. | |
| **Spanish** | *Units of work* | En mi pueblo – In my town | |
| **History** | *Units of work* | Why were the Victorians important to the city of Leeds? | |
| **Art/D.T.** | *Artist* | *Wassily Kandinsky* | |
| *Units of work* | Formal Elements – Colour. Mixing a range of colours, mixing shades and tints. Creating artwork with colours they have mixed. | |
| **Music** | *Musician* | *Tchaikovsky – The Nutcracker.* | |
| *Units of work* | Singing. Beginning to sing simple songs with a small range. | |
| **RE** | *Units of work* | How can we Make Good Choices?  Why does Christmas matter to Christians? | |
| **Computing** | *Units of work* | Digital literacy: Online relationships and online bullying.  Hour of Code Course B, understanding algorithms. | |
| **PE** | *Units of work* | Playground games and Christmas Dance. | |
| **PSHE** | *Units of work* | Relationships. What is positive, respectful and safe behaviour? | |