YEAR 2 AUTUMN 2 Termly Overview

WEEK	ONE 2.11.26 Y1 FS	TWO 9.11.26 Y2 FS	THREE 16.11.26 Y1 FS	FOUR 23.11.26 Y2 FS	FIVE 30.11.26 Y1 FS	SIX 7.12.26 Y2 FS Christmas Lunch	SEVEN 14.12.26 Y1 FS 14/12/26 Infant Crafting	
Thinking like a scientist...	How do the properties of materials determine their uses?	Which material is most suitable for building a strong bridge?	How can we compare the flexibility and strength of different materials?	How can the shape of materials be changed?	How did Charles Macintosh use material properties to create a waterproof fabric?	Why do some materials change shape more easily than others?		
Thinking like a computer scientist...		AR & VR Storytelling with AR Scenes How can we use augmented reality to tell a story?	How can we find and collect the right images to build our AR scenes?	How can we turn our scene into a story using narration and screen recording?	How can we improve our AR video to make it more exciting or clear?	What went well in my project and what could I do better next time?	How can we share our work online safely and responsibly?	
Thinking like a designer...	What is a mechanism, and how can it help something move? How does a slider mechanism make something move, and what happens when we change it?	What makes a matching game fun, easy to use and effective?	How can I design a matching game that uses a slider mechanism to make something move? How can I choose and use the right materials and tools to make my game work?	How can I make my matching game so that the slider moves smoothly and works as I planned?	Can I generate ideas based on a design criteria?	Can I make a structure according to my design criteria?	Can I produce a finished structure and describe it using technical vocabulary?	
Thinking like an artist...								
Thinking like a historian...	Poppy Day: what are memories? What do we remember on Poppy Day / Remembrance Day?	What happened during the Great Fire of London?	Where did the Great Fire of London begin and how do we know?	Why did the fire spread so quickly across London?	Could more have been done to stop the fire?	What changed in London after the Great Fire?	How shall we rebuild London?	

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Thinking like a geographer…								
PSHE Year 1	What is similar about people in my class?	How are people in my class different?	What is bullying?	What should I do about bullying?	How does it feel to make a new friend?	How are we all special and unique?		
PSHE Year 2	Why do people make assumptions about girls and boys?	How can I show that I understand ways in which boys and girls are different?	Can I help someone who is being bullied?	How do we recognise what is right and wrong?	How should I treat people who are different?	What makes us different and unique from each other?		
RE KS1	Why do people in the world need love and care?	Why do Christians believe Jesus came to help or save people?	How might Christians prepare for Christmas and why is it important to them?	What do Christians believe Jesus brought to the world?	What does the Christmas story reveal about God's love?	How can people show love and kindness to others?		
Music **Charanga: Unit 2: Playing in an Orchestra**		Sparkle in the Sun (Part 1)	Sparkle in the Sun (Part 2)	Listen (Part 1)	Listen (Part 2)	The Orchestra Song	Assessment Checkpoint	
PE Year 1 Outdoor: Fitness	How can exercise make you feel?	How can exercise make you strong and healthy?	How does exercise relate to breathing?	How does exercise help my brain?	How does exercise help my muscles?	Why is daily exercise important?	**Inter-House Cross-country**	
PE Year 1 Indoor: Dance	Can I use counts of 8 to move in time and make my dance look interesting? (Lesson 1)	Can I create my own dance using, actions, pathways and counts? (Lesson 3)	Can I copy, remember and repeat actions that represent the theme? (Lesson 5)	Can I explore speeds and actions? (Lesson 7)	Can I use a pathway when travelling? (Lesson 9)	Can I explore pathways with a partner? (Lesson 11)		
PE Year 2 Outdoor: Fitness	Can I learn how to run for a long time?	Can I develop jumping in a long rope using timing?	Can I develop co-ordination in individual skipping?	Can I develop stamina and change of direction?	Can I explore exercises to develop strength?	Can I develop agility, balance and co-ordination?	**Inter-House Cross country**	
PE Year 1 Indoor: Dance	Can I remember, repeat and link actions to tell a dance story? (Lesson 1)	Use counts of 8: Can I help stay in time with the music? (Lesson 3)	Can I explore pathways and levels? (Lesson 5)	Can I copy, repeat and create actions in response to a stimulus? (Lesson 7)	Can I create a short partner dance showing clear changes in speed? (Lesson 9)	Can I create and perform with a partner using unison, mirroring and matching? (Lesson 11)		
Thinking like a Mathematician Year 1	**ADDITION AND SUBTRACTION**	**ADDITION AND SUBTRACTION**	**ADDITION AND SUBTRACTION**	**ADDITION AND SUBTRACTION**	**SHAPE**			

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	Can I write a number sentence? What are fact families? Can I work with number bonds within 10? Can I identify systematic number bonds within 10?	How can I explore number bonds to 10? Can I add numbers together? Can I add more to a number? Can I solve addition problems? Can I find a part?	Can I subtract to find a part? Can I find the eight number facts? Can I subtract by crossing out? Can I subtract to find out how many is left? Can I subtract on a numberline?	Can I subtract and add one or two? Post unit assessment	Can I recognise and name 3D shapes? Can I sort 3d shapes? Can I recognise and name 2d shapes? Can I sort 2d shapes? Can I explore patterns with 2d and 3d shapes?			
Thinking like a Mathematician Year 2	**ADDITION AND SUBTRACTION** Can I subtract from a 10? Can I subtract a 1 digit number from a 2 digit number (across a 10?) Can I add and subtract 10s? Can I add two 2-digit numbers? (not across a 10)	**ADDITION AND SUBTRACTION** Can I subtract two 2-digit numbers (not across a 10)? Can I subtract two 2-digit numbers (across a 10)? Mixed addition and subtraction Compare number sentences Missing number problems	**ADDITION AND SUBTRACTION** **Assessment post** **Assessment pre** **SHAPE** Can I Recognise 2-D and 3-D shapes? Can I count sides on 2-D shapes? Can I count vertices on 2-D shapes?	**SHAPE** Can I draw 2-D shapes? Can I recognise lines of symmetry on shapes? Can I use lines of symmetry to complete shapes? Can I sort 2-D shapes? Can I count faces on 3-D shapes?	**SHAPE** Can I count edges on 3-D shapes? Can I count vertices on 3-D shapes? Can I sort 3-D shapes? Can I make patterns with 2-D and 3-D shapes? **Assessment post**	**Recap on –** place value addition and subtraction shape	**Recap on –** place value addition and subtraction shape	
Thinking like an author…	**The Great Fire of London** **Step 1:** Can you research information about London landmarks? **Step 2**: Can you write in present tense to create a poster? **Step 3:** Can you use past tense to	**The Great Fire of London** **Step 5:** Can you use different sentence types to create speech bubbles? **Step 6**: Can you use simple past tense to write a diary entry? **Step 7:** Can you use present	**The Great Fire of London** **Step 10:** Can I use conjunctions to give reasons? **Step 11:** Can I use adverbials to express time? **Step 12:** Can I plan a fact file? **Step 13:** Can I write a fact file in present tense?	**Vlad and the Great Fire of London** • What do the images from a book tell me about a story? • What are my thoughts and the thoughts of others about the book? How can I use expanded noun phrases?	**Vlad and the Great Fire of London** • How do I box up a story? How can I include adjectives and adverbs in my writing? • How can I write the beginning of a story?	**Vlad and the Great Fire of London** How can I describe setting at the beginning of a story based on The Great Fire of London? How can I write the part of a story about The Great Fire of London	**The Jolly Christmas Postman** How do I discuss the main elements of a story? How do I write a letter using the features of a letter?	

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	write about old London? **Step 4**: Can you use command sentences in a warning poster?	progressive tense in a speech? **Step 8**: Can you continue a speech and give advice? **Step 9**: Can you use conjunctions to give reasons?		How can I use images to retell a story? How can I explore the 5 parts to a story?	How can I proof read and edit my work?	from an animal's point of view?		
Handwriting	RWI Handwriting	RWI Handwriting	RWI Handwriting	RWI Handwriting	RWI Handwriting	RWI Handwriting	RWI Handwriting	
Outdoor Learning opportunities and trips	**Forest School** **Outdoor Learning Day**	**Forest School**	**Forest School**	**Forest School**	**Forest School**	**Forest School**	**Forest School**	