



St Oswald's Catholic Primary School

Year 2 Autumn Overview 2019 -2020

<u>Subject Area</u>	<u>Autumn</u>
<u>English</u>	Stories from a familiar setting Information texts writing Poems – patterns on a page Traditional Tales
<u>Mathematics</u>	Number
<u>Science</u>	What do animals need to stay alive? Pupils will learn about the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They will also be introduced to the processes of reproduction and growth in animals. The focus at this stage will be on questions that help pupils to recognise growth. Can living things live forever? Building on this unit from Year 1, the pupils will now observe how different plants grow. Pupils will be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.
<u>History</u>	Can you explain the cause and effects that led to the sinking of the Titanic? The children will sequence chronologically the events of the Titanic disaster. They will be able to write about the reasons for the sinking. They will also be learning about our city's links to the Titanic's history.
<u>Geography</u>	Can you describe how life is different in Beijing? As geographers, the children will understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European city (Beijing).

<p><u>Computing</u></p>	<p>Can you create a space invader game? SP 2- Super Sci-Fi (IT, DL) This space inspired project starts by children creating a simple space invader game to then creating a game using advanced settings. The children will also learn about mnemonics and create their own interactive quiz as well as bring Neil Armstrong to life retelling his story.</p> <p>Can you de-bug a program? SU 1- Let's Fix IT (CS) Using Scratch, this apttivity will challenge children to analyse simple computer programs and by identifying any errors within the code, they can find a solution.</p>
<p><u>Art</u></p>	<p>Can I use paper folding skills to create a 3D sculpture? Children to create paper collage patterns by arranging, folding, repeating and overlapping; to observe Brian Chan’s natural object sculptures and recreate using paper; to explore different adhesives and select the best fit for purpose; and take inspiration from Sher Christopher’s 3D human form sculptures to create a final 3D paper sculpture to evaluate.</p>
<p><u>Design Technology</u></p>	<p>Can you design, make and evaluate your own moving vehicle? Evaluate their ideas and products against design criteria. Explore and use mechanisms e.g. wheels and axles in their products. Select from a range of materials (including recycled materials and textiles), fastening techniques and tools and use to create 2D and 3D representations. Children are to build structures, exploring how they can be made stronger, stiffer and more stable</p>
<p><u>P.E.</u></p>	<p>Matball - Pass a ball accurately to a partner over a variety of distances Show a good awareness of others in running, chasing and avoiding games Make simple decisions about when and where to run and create space to cause a problem</p> <p>Gymnastics - Select a variety of appropriate actions and consolidate simple ideas to create sequences of movements. To work as a team to create simple sequences- plan and repeat Evaluate their work and recognise how their work can be improve</p>

	<p>Netball / Basketball - Participate in team games, developing simple tactics for attacking and defending. Throwing a ball at a target with increased accuracy Take part in opposed conditioned games and begin to understand tactics</p> <p>Dance - Explore, remember and repeat dance actions including gesture, travelling and stillness Use movements to reflect the mood of the music. Express ideas/ moves/ feelings Perform short dances showing some understanding of expressive qualities</p>
<u>Music</u>	<p>Which notes on a glockenspiel combine well to make a tuneful melody? Sing using dynamics Play simple rhythms on tuned and untuned instruments. Perform as part of a small group</p>
<u>PSHCE</u>	<p>How and why are boys and girls different? Sex and relationship education Boys and girls Families</p>
<u>MFL</u>	<p>What pets do I have? To recognise the vocabulary of some pets. To begin combining known vocabulary from previous topics and apply that to new vocabulary. Chn will start to know write some basic phrases and use colours as adjectives.</p> <p>Where do I live and who is in my family? To ask and answer 4 questions: how you feel, name, where you live and what you are called To speak in sentences, using familiar vocabulary, phrases and basic language structure. To join in with a new song about the family. To join in with the repetitive elements of a story about families. To listen attentively and understand instructions, everyday classroom language and praise words</p>