



**St Oswald's Catholic Primary School**

**Year 2 Autumn Overview 2022-23**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>		
<p align="center"><b>R.E.</b></p> <p>Who made the world and everything in it? <b>Beginnings</b></p> <p>Know and understand: The many beginnings each day offers – <i>Explore</i> God is present in every beginning – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>		<p>Are signs and symbols important? <b>Signs &amp; Symbols</b></p> <p>Know and understand: Experience of signs and symbols – <i>Explore</i> Signs and symbols used in Baptism – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>Do we need to prepare? <b>Preparations</b></p> <p>Know and understand: Preparing for special times – <i>Explore</i> Advent four weeks of preparation for the celebration of Jesus at Christmas – <i>Reveal</i> Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p><i>Other faiths week: Judaism</i></p>
<p align="center"><b>English</b></p>	<p align="center">Read Write Inc. Phonics programme used each day in place of genre lessons until children have reached the required level.</p>		
<p align="center"><b>Mathematics</b></p>	<p>Place Value</p>	<p>Addition &amp; Subtraction Money</p>	
<p align="center"><b>Science</b></p>	<p>How do we choose materials? <b>Uses of everyday materials</b></p> <p>Pupils will begin to identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing or different materials are used for the same thing. They will think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials.</p>	<p>How do you know if something is alive? <b>Living things and their habitats</b></p> <p>Pupils will be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. Pupils should be introduced to the terms 'habitat'. They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat.</p>	



<b>Computing</b>	<p>Can I describe different types of computers and how we use them?</p> <p><b>What is a Computer?</b></p> <p>In this unit pupils will be able to describe different computers and their peripherals. They will also learn about the different roles computer play in society.</p>	<p>Can I explain what an algorithm is and how to find and fix a bug?</p> <p><b>Unplugged Algorithms</b></p> <p>In this unit pupils will continue to explore what algorithms are and what strategies they can use to find bugs when their algorithm is not working.</p>
<b>PE</b>	<p>Gymnastics</p> <p>Make high, medium and low shapes and balance on different body parts. Use small apparatus to travel, jump and turn. Using apparatus. Changing speeds Copy and begin to create basic sequence</p>	<p>Dance</p> <p>Explore, remember and repeat dance actions including gesture, travelling and stillness with control and co ordination Use movements to reflect the mood of the music. Working in pairs to create a dance.</p>
<b>Games</b>	<p>Tag Rugby</p> <p>Chasing and avoiding games Make simple decisions about when and where to run Participate in team games and take part in controlled opposed games. Know and understand the term intercept</p>	<p>Football</p> <p>Pass a ball with more confidence to a partner over a variety of distances Participate in team games, developing simple tactics for attacking and defending. Begin to have an influence on an opposed game. Show awareness where team mates are Understand the term feed</p>
<b>MFL</b>	<p>Who do I live with?</p> <p><b>Self, family and friends (my immediate family)</b></p> <p>Use Spanish greetings. Ask and say what you are called, how you are feeling, where you live and how old you are. Listen and show understanding of classroom instructions and give a physical response.</p>	<p>What's my school uniform?</p> <p><b>School Life (clothes)</b></p> <p>Use negative sentences saying what you are and are not called. Listen attentively to the spoken language and show understanding of everyday classroom language and praise words.</p>



	<p>Listen and repeat some words for members of the family. Name some members of the family. Use numbers to say how many brothers and sisters you have. Join in with a song about the family. Join in with familiar words and repeated elements in a story about a family. Count forwards 1 – 20 and backwards 20 - 1 Recognise and use the phonemes 'an' and 'ez'.</p>	<p>Name some clothes Appreciate stories, songs, poems and rhymes in the language. Speak in sentences, using familiar vocabulary, phrases and basic language structure. Count to 20 and identify odd and even numbers. Join in with singing a Spanish Christmas Carrol.</p>
<b>RSHE</b>	<p><i>Journey in Love:</i> Our community</p> <p>Who is in our community?</p> <p>Autumn 1: <i>Wellbeing week</i> <i>School Council Elections/democracy</i> <i>Mission Statement</i> <i>Class dojos</i> <i>e-safety</i> <i>Firework safety</i> <i>Class Charter</i> <i>Black History Month</i></p>	<p><i>Life to the full:</i> Created and loved by God: Religious Understanding Story sessions: Handmade with Love</p> <p>Created and loved by God: Me, my body, my health Session 1: I am Unique Session 2: Girls and boys Session 3: Clean and healthy</p> <p><i>Anti-Bullying week</i> <i>Road safety</i></p>
<b>History</b>	<p>Explain what you understand about the Great Fire of London <b>The Great Fire of London</b></p> <p>The children will find out some of the ways in which how we live now is different and similar to how people lived in 1666. They will find out, how the fire started, and its effects.</p>	
<b>Geography</b>	<p>What would we see as go around the world? <b>Oceans and Continents</b></p> <p>As geographers, the children will name and locate the world's seven continents and five oceans, locating them in relation to the North and South Poles and their basic physical and human features. Name some wonders, places of interest, mountains, rivers and deserts.</p>	
<b>Art</b>	<p>Can I recreate what I see in the mirror?</p>	



	<p><b>Self-portraits</b></p> <p><i>Inspire</i> Observe own image and discuss how human form in non-symmetrical Compare and give opinions on 2 contrasting famous self-portraits (Van Gogh, Picasso)</p> <p><i>Skill</i> Use pencil gradients to achieve light and shade</p> <p><i>Final Product</i> Children to create a self-portrait showing a specific emotion or mood</p> <p><i>Must cover skills – Drawing, colour</i></p>
<b>Design Technology</b>	<p>Can you plan and make a healthy meal?</p> <p><b>Cooking and Nutrition</b></p> <p>Children will be taught the importance of a healthy and varied diet. They will prepare and cook a variety of dishes using a range of cooking techniques. Children will further develop their understanding where food comes from. Children will plan and make a healthy meal focusing on the healthy eating plate – looking at food groups</p>
<b>Music</b>	<p>How can I use my body language to communicate a song?</p> <p><b>Hands, Feet, Heart</b></p> <p>The children will fluently perform 'Hands, Feet, Heart' with expression, listen and comment on related songs</p> <p>Can I choose and combine sounds to represent a character?</p> <p><b>Carnival of the Animals</b></p> <p>The children will study Saint – Saens Carnival of the Animals and discuss how different sounds are used to represent the characteristics of each animal. The children will compose on percussion instruments and perform as part of an ensemble. The children will evaluate and comment on their own performance and that of others, learn musical language appropriate to the task.</p>