



**St Oswald's Catholic Primary School**

**Year 2 Autumn Overview 2024-25**

<b>Subject Area</b>	<b>Autumn</b>	
<p align="center"><b>R.E.</b></p> <p>Who made the world and everything in it? <i>Beginnings</i></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? <i>Signs &amp; Symbols</i></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? <i>Preparations</i></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>Read Write Inc. Phonics programme used each day which includes all elements of reading, grammar and writing in the Y2 national curriculum. Once children have completed the programme, they move on to a new RWI programme working on English objectives.</p> <p>All children in the year group will also complete the RWI Spelling programme throughout the year.</p>	
<p align="center"><b>Mathematics</b></p>	<p>Place Value Addition &amp; Subtraction</p>	<p>Addition &amp; Subtraction (continued) Shape Money</p>
<p align="center"><b>Science</b></p>	<p>How do we choose materials? <i>Uses of everyday materials</i></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</p>	<p>How do you know if something is alive? <i>Living things and their habitats</i></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>



	should be encouraged to think about unusual and creative uses for everyday materials.	
<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><b><u>Dance</u></b></p> <p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember, repeat and create dance phrases.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show a character and idea through the actions and dynamics I choose.</p> <p>I can use counts to stay in time with the music.</p> <p>I can work with a partner using mirroring and unison in our actions.</p> <p>I show confidence to perform.</p>	<p><b><u>Yoga</u></b></p> <p>I am beginning to provide feedback using key words.</p> <p>I can copy, remember and repeat yoga flows.</p> <p>I can describe how my body feels during exercise.</p> <p>I can move from one pose to another thinking about my breath.</p> <p>I can use clear shapes when performing poses.</p> <p>I can work with others to create simple flows showing some control.</p>
<b>Games</b>	<p><b><u>Fundamentals</u></b></p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to turn and jump in an individual skipping rope.</p> <p>I can describe how my body feels during exercise.</p> <p>I can show balance when changing direction.</p>	<p><b><u>Ball Skills</u></b></p> <p>I am beginning to provide feedback using key words.</p> <p>I am beginning to understand and use simple tactics.</p> <p>I can dribble a ball with my hands and feet with some control.</p>



	<p>I can show hopping, skipping and jumping movements with some balance and control.</p> <p>I can work co-operatively with a partner and a small group.</p> <p>I show balance and co-ordination when running at different speeds.</p>	<p>I can roll and throw a ball to hit a target.</p> <p>I can send and receive a ball using both kicking and throwing and catching skills.</p> <p>I can track a ball and collect it.</p> <p>I can work co-operatively with a partner and a small group.</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</p> <p><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?</p> <p><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? <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>Charanga <b>Ho Ho Ho!</b></p> <p>Children will be learn a range of musical skills as they build up to performing a Christmas song.</p>