



YEAR TWO AUTUMN MEDIUM TERM OVERVIEW

As Speakers and Listeners:

- listen and respond appropriately to adults and peers
- ask relevant questions to extend understanding, knowledge and vocabulary
- adopt a range of roles and respond to others in role

As Readers:

- read accurately by blending sounds in words, read common exception words, read aloud books at a suitable level
- explore the key text 'A River' and 'The Night Gardener'
- discuss understanding of books at a higher level than they can read independently

As Writers:

- sit correctly at a table, holding a pencil comfortably and correctly
- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- to write a setting narrative and a diary using the Night Gardener text as stimulus
- to write a circular narrative and a letter to inform using A River as a stimulus
- to write sentences that make sense using Year One punctuation (capital letters, full stops, question marks, exclamation marks and leaving spaces between words)
- correct choice and consistent use of past and present tense throughout writing

As Mathematicians:

Place value

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value
- understand the terms *less than*, *greater than* and *equal to*

Addition and subtraction

- use number bonds to 10 to learn number bonds to 20 /100
- add and subtract tens from 2 digit numbers
- add and subtract two 2-digit numbers

- Shapes
- Recognise 2D and 3D shapes
- Count sides, vertices on 2D and 3D shapes
- Draw 2D shapes and lines of symmetry

<ul style="list-style-type: none"> participate in 'book talk', discussing how and why writers make choices and how links can be made between books 	<ul style="list-style-type: none"> to use apostrophes to mark where letters are missing in spelling to use commas to separate items in a list to use expanded noun phrases for description and specification to know and use different sentence types: statement and question to use subordination and co-ordination to use suffixes -er and -est in adjectives to use the suffix -ly to turn adjectives into adverbs 	<ul style="list-style-type: none"> Sort and make patterns with 2D and 3D shapes Count faces; edges and vertices on 3D shapes

<p><u>As Scientists:</u></p> <p>Habitats</p> <ul style="list-style-type: none"> Local habitats include parks, woodland and gardens. Habitats beyond the locality include beaches, rainforests, deserts, oceans and mountains. All living things live in a habitat to which they are suited and it must provide everything they need to survive. A habitat is a place where plants and animals live. Habitats contain both living and non-living things. Habitats provide everything living things need to survive, including food, water, shelter and space. 	<p><u>As Computing Scientists:</u></p> <p>Computer Science</p> <ul style="list-style-type: none"> Understand what algorithms are and create a computer program using an algorithm Create a program using a given design (use collision detection; understand function of buttons in program) Debug simple programs Use logical reasoning to predict the behaviour of simple programs. Design an algorithm that follows a timed sequence Understand that different objects have different properties 	<p><u>As Historians:</u></p> <ul style="list-style-type: none"> Learn about changes within living memory. Where appropriate these should be used to reveal aspects of change in national life. Learn about events beyond living memory that are significant nationally or globally Learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods, e.g. Mary Anning; Neil 	<p><u>As Geographers:</u></p> <ul style="list-style-type: none"> Study aerial photographs to describe the features and characteristics of an area of land. Draw a simple map and devise symbols and a key. Describe how human and physical features change over time. 	<p><u>As Musicians:</u></p> <ul style="list-style-type: none"> Recognise echoing phrases by ear Communicate the meaning of songs with good diction Maintain a body percussion pattern accurately Recognise the structure of verse and chorus Play paired echo pieces based on the rhythms of a familiar song Perform actions while singing an echo song
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<ul style="list-style-type: none"> • Living things are those that are alive. Dead things are those that were once living but are no longer. Some things have never been alive. • Living things carry out the seven life processes: moving, breathing, using their senses, feeding, getting rid of waste, having offspring and growing. Non-living things include things that have lived and are now dead, such as dead plants and animals, and things that have never lived, such as rocks and water. They do not carry out any life processes. • A habitat is a place where a living thing lives. A microhabitat is a very small habitat. • Unknown plants and animals in a habitat can be identified by observing their physical features and comparing them with pictures or descriptions on a spotting sheet or guide. • Data can be recorded and displayed in different ways, including tables, charts, pictograms and drawings. • Animals eat food that is found in their habitat. Herbivores eat plants. Omnivores eat plants and animals. Carnivores eat animals. • Food chains show how living things depend on one another for food. All food chains start with a plant, 	<ul style="list-style-type: none"> • Understand what events do in code • Revise spreadsheet related vocabulary • Use copying, cutting and pasting shortcuts • Explore capabilities of spreadsheets • Add and edit data in a table layout <p>Information technology</p> <ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content <p>Digital Literacy</p> <ul style="list-style-type: none"> • Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Key Apps Purple mash 2code 2calculate</p>	<p>Armstrong; Joseph Lister; Paul Cezanne; Emmeline Pankhurst; Rosa Parks; Christopher Columbus; Vincent Van Gogh; Henry VIII; Elizabeth I.</p> <ul style="list-style-type: none"> • Use Dawson’s model to understand why a person is historically significant. • Categorise significant people into the following groups: activists; explorer; scientists ;artists; monarch. • Learn about significant historical events, people and places in their own locality, e.g Lord Leverhulme and Port Sunlight Soap Factory, Bromborough. 		<ul style="list-style-type: none"> • Use dynamic contrasts and different vocal effects to evoke an atmosphere <p>Lead an echo song confidently as part of a small group</p>
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followed by animals that either eat the plant or other animals.

- Plants always start a food chain because they are producers that make their own food using sunlight. Energy from food is transferred from plants to animals, and between animals, within a habitat. Arrows in a food chain mean 'is eaten by.'
- Objects, materials and living things can be looked at, compared and grouped according to their features.
- Prey animals have different ways to avoid capture by predators. Some use speed to outrun predators; some have body parts that can be used as weapons; some use bright colours to warn predators that they are poisonous; others use body parts to shield themselves from attack. Some prey animals use mimicry to look like other, more dangerous animals; others use camouflage to blend into their surroundings and hide from predators.
- Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.

- Objects, materials and living things can be looked at, compared and grouped according to their features.
- Plants have adaptations that protect them from being eaten by animals. Some plants grow sharp spines; some have thorns on their stems; and others have hairs covering their stems and leaves to stop insects from eating them. Some plants have prickly leaves; some have stings; and others produce poisonous chemicals. Other plants camouflage themselves so animals do not see them as food, while others provide homes for other animals that provide protection from predators.

Plant Survival

- A habitat is a place where a living thing lives. A microhabitat is a very small habitat.
- Objects, materials and living things can be looked at, compared and grouped according to their features.
- Invertebrates are animals without a backbone. Invertebrates include worms, molluscs, crustaceans, insects, arachnids and myriapods.
- A habitat is a place where a living thing lives. A microhabitat is a very small habitat.

- Microhabitats are small habitats within a larger habitat. Examples of microhabitats are rock pools, ponds, hedgerows and under logs and stones. Microhabitats have different living and non-living parts compared with the larger habitat.
- Animals need water, food, air and shelter to survive. Their habitat must provide all these things.
- Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles.
- All living things need space to grow and reproduce. Adult animals reproduce to have offspring. Some offspring look like smaller versions of their parents. Others look very different from their parents. The offspring of birds, reptiles, fish, amphibians and invertebrates hatch from eggs. Mammals, including humans, give birth to live young.
- Animals have offspring that grow into adults. Different animals have different stages of growth or life cycles.
- All animals have a life cycle, which is a series of changes that happens to a living thing during its life. Animals are born or hatch from eggs. The young grow and change

until they become adults that can reproduce. When adult animals reproduce and have offspring, the life cycle starts again.

- A life cycle can be drawn as a circular diagram.
- Tests can be carried out by following a set of instructions. A prediction is a guess at what might happen in an investigation.
- Simple equipment is used to take measurements and observations. Examples include timers, hand lenses, metre sticks and trundle wheels.
- Questions can help us find out about the world.
- The life cycle stages of a darkling beetle include egg, mealworm (larva), pupa and adult darkling beetle. Mealworms undergo metamorphosis, completely changing from a larva to their adult form.
- Food chains show how living things depend on one another for food. All food chains start with a plant, followed by animals that either eat the plant or other animals.

Key Vocabulary:

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<p>Antennae, camouflage, food chain, habitat, honey, identify, life-cycle, micro-habitat, mimicry, pollen, predator, warning colours, playing dead, Invertebrates, Worms, Molluscs, Crustaceans, Insects, Arachnids, Myriapods, Habitats, Microhabitats, living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of micro-habitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied</p>	<p>Action, algorithm, background, button, collision detection, debug, design mode, event, key pressed, nesting, object, predict, run, properties, run, scale, scene, sequence, sound, test, text, timer, when clicked/swiped, backspace key, copy and paste, columns, cells, count tool, delete key, equals tool, image toolbox, lock tool, move cell tool, rows, speak tool, spreadsheet.</p>	<p>Discover, invent, monument, plaque, protest, significant, statue, year, decade, century, activist, explorer, scientist, artist, monarch, period, era</p>	<p>Aerial image, map, human and physical features, symbols, key, local area, land, sea, aerial photograph, West Kirby, town, school, route, path, environment, archived, changes, data, size, location, function, community, survey</p>	<p>pitch, pulse, rhythm, dynamics, tempo, timbre, texture, structure, intro, verse, outro, chorus, improvise, compose,</p>
<p><u>As Artists:</u></p> <ul style="list-style-type: none"> • Explore and investigate symmetrical objects and images • Recognising symmetry in faces. • Create symmetrical self-portrait • Select suitable tools to create tones and shading 	<p><u>For spiritual and moral development, children will be learning about:</u></p> <p>What is important to Christians in stories about Jesus?</p> <ul style="list-style-type: none"> • Children need to know the importance of Jesus and his teachings to Christians. • Jesus taught that people should be loving, kind and forgiving to everyone 	<p><u>Enhancements, Visits & Key Dates:</u></p> <p>Fun Food Chef – Exploring Honey Aut 1 Visit to Port Sunlight Museum Aut 2</p>	<p><u>As Respectful Responsible Citizens:</u></p> <p>*My special people – Differences between families in school, being respectful of differences – equality and diversity, belonging to groups and communities</p> <p>*Caring friendships – friendship ups and downs, managing conflict, seeking help if needed, being kind</p>	<p><u>As Design Technologists:</u></p> <p><u>Food Technology (Explore Honey)</u></p> <ul style="list-style-type: none"> • Prepare ingredients before cooking and eating e.g. washing, cutting, slicing, peeling,

because this is what God is like.

- Children will know stories of Jesus's life and how he showed his love. They will know that Jesus had followers.
- Children will know what made Jesus a good leader.
- Children should make connections by thinking, talking and asking questions about how Jesus' life stories impact on the lives of Christians today.

Light of the world

- Describe how Hanukkah is celebrated in a Jewish home.
- Describe how Christmas is celebrated in a Christian home.
- Use appropriate religious vocabulary such as Christingle, Advent Candle, Christmas, Menorah, Hanukkah etc.
- Suggest reasons explaining why Jesus might be called the 'light of the world'.

and unkind, how to tell and who to tell

- *Respectful friendships – self-respect and how this links to their own happiness, respect others including those in positions of authority
- *Rights and responsibilities e.g. share and understand need to return things that have been borrowed

chopping or grating

- Select and use a range of tools and equipment to prepare food
- Evaluate prepared food against design criteria, e.g. recipe

	<ul style="list-style-type: none"> Identify symbols of light in both festivals suggesting reasons for them. 			
<p><u>Key Vocabulary:</u> Portrait, self-portrait, symmetry, symmetrical, detail, sketching, blending, toning, shading, features, observation, iris, pupil, eyelashes, eyebrows, repeat patterns, reflect, evaluate</p>	<p><u>Key Vocabulary:</u> Jesus Leader follower Bible Christian Jew Miracle Forgiveness Belief Faith Role model Disciples Celebration Festival Christmas Advent Hope, Joy, Peace Love, Christingle</p>		<p><u>Key Vocabulary:</u> respect, rights, responsibilities, community, authority, conflict, equality, diversity</p>	<p><u>Key Vocabulary:</u> Prepare, select, make, ingredients, cook, wash, slice, mix, peel, grate, tools, equipment, evaluate, design criteria, recipe, honey, honeycomb, nectar, flower, honey bee</p>

Books read in the wider curriculum.

Autumn 1	<p>Bugs, Bees and other buzzy creatures by Dorling Kingsley. Out and about minibeast explorer by National Trust. Minibeasts Young Explorers Bugs First Facts by Dorling Kingsley. The Wonder Garden by Kirstjana Williams. The Bug Collector by A G. Griffiths. DK Eyewonder 'Bugs' Mini beats The Best in Science by Little Science Stars. My first book of Mini beasts by Anita Ganeri and David Chandler. Let's Explore Mini beasts by Fun Kits. It's Science! All kinds of habitats by Franklin Watts. Snails by Emma Lynch.</p>	Non-fiction	<p>Mayfly Day by Jeanne Willis. 10 Seeds by Judith Brown. Yucky Worms by Vivian French. Mad about minibeasts by Giles Andreae. Ruby's Worry by Neil Percival. George's Marvellous Medicine by Roald Dahl. Why Mosquitoes Buzz in People's Ears: A West African Tale by Verna Aardema. Who Is Bear by Keith Baker. Tadpole's Promise by Jeanne Willis. The Fly by David Horacek. All about caterpillars and moths by Jeanne Willis. Usbourne beginners 'Spiders'. The Bad-tempered ladybird by Eric Carle. Mini Beasties Poems selected by Michael Rosen. The Very Hungry Caterpillar by Eric Carle. Fantastic Mr Fox by Roald Dahl The Very Adventurous Snail by Dick King Smith The BFG by Roald Dahl The Hodgeheg by Dick King Smith</p>	Fiction
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Books read in the wider curriculum. **recommended books but not yet ordered*

Aut 2	<p>Into the forest by Anthony Browne. Voices in the park by Anthony Browne. Greenling by Levi Pinfold. Black Dog by Levi Pinfold. <i>The Faraway Tree by Enid Blyton*</i> <i>Tree: Seasons Come, Seasons Go by Patricia Hegarty.*</i> <i>Moon by Patricia Hegarty.*</i> <i>Leaf Man by Lois Ehert.*</i> <i>Neil Armstrong by Izzi Howell.*</i> <i>Christopher Columbus and Neil Armstrong.*</i> <i>Great Explorers: Christopher Columbus by Charlotte Guillain.*</i> <i>Rosa Parks Little People, Big Dreams by Lisbeth Kaiser.*</i> <i>Emmeline Pankhurst Little People, Big Dreams by Lisbeth Kaiser.*</i> <i>Fantastically Great Women Who Changed The World by Kate Pankhurst.*</i> <i>The Little Scientist: A Discovery Primer by Joan Hubb.*</i> <i>100 people who made history by Dorling Kingsley.*</i> <i>100 women who made history by Dorling Kingsley.*</i></p>	Non-fiction	<p>The Way Back Home by Oliver Jeffers. Hidden Figures by Margot Lee Shetterley. Man on the moon (a day in the life of Bob) by Simon Bartram. <i>Ada Twist, Scientist by Andrea Beaty.y*</i> <i>Exploring the Wild by Cale Atkinson.*</i> <i>Strictly No Elephants by Lisa Mantchev.*</i> <i>Greta and the giants by Zoe Tucker.*</i> <i>Malala’s Magic Pencil by Malala Yousafzai.*</i> <i>The Great Explorer by Chris Judge.*</i> <i>Strictly No Elephants by Lisa Mantchev.*</i></p>	Fiction
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