

Year 2 Autumn 2 2016/17

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths	Sequences and fractions	Doubling, halving, addition, subtraction	Addition and subtraction	Measures - mass	Addition and subtraction	Assess and review
English	Non-fiction 2 Information texts	Non-fiction 2 Information texts	Narrative – story writing	Narrative story writing	Poetry 2 Traditional poems for young children	Poetry 2 Traditional poems for young children
R.E.	Why is Harvest a time to be thankful? P.99	Remembrance	How can we make the world a better place? p.101	Why should we look after our world? p. 103	Why is Christmas important to Christians? P.59	What signs are there in the Christmas story? p.61
Science	What we eat. Healthy and unhealthy foods	Food groups	Creating a healthy menu	Hygiene	Dental hygiene	Exercise
History/Geog Guy Fawkes	To find out about the history of Tudor and Stuart monarchy in Britain.	To understand where, when and why the Gunpowder Plot took place. To understand which individuals were involved in the Gunpowder Plot	To use research skills to find out what Guy Fawkes may have worn and looked like	To find out how the Gunpowder Plot is still remembered today	Christmas production	Christmas production
Art/DT	Paint Fire work pictures	Paint Poppies	Winter display work	Christmas crafts	Christmas crafts	Sculptures (Christmas) modroc
PSHE	Fun Friends scheme of work					
PE/dance LCP Gymnastics <i>May combine some objectives into one week</i>	Lesson 1 Travelling in space Remember, repeat and link combinations of actions	Lesson 2 Choose, use and vary compositional ideas in the sequences created and performed	Lesson 3 Remember, repeat and link combinations of gymnastic actions, body shapes and balances with control and precision	Lesson 4 How to do a forward roll in a formal and controlled way	Lesson 5 Choose, use and vary compositional ideas in a sequence of four moves	Lesson 6 Use different ways of travelling and link these into a sequence with balances, rolls and jumps
Music	<p>Singing: to use different voices and find singing voice; to develop an awareness of phrase; to sing with others; to control pulse and rhythm; to control pitch; to control the expressive elements</p> <p>Exploring sounds: to identify different ways sounds can be made and changed; to use and choose sounds confidently in response to a stimulus</p> <p>Exploring duration: to make and control long and short sounds using voices and instruments; to create a sequence of long and short sounds</p>					