

Overview Planner

Academic Year: 2018 - 2019

IPC Topic: Time Travellers - Events of the Past?

Teachers: Mrs Barons, Ms Skinner & Mr Arrowsmith

Year Group: 2

Term: Autumn 1st Half 2018

	Week 1 7 th January '19	Week 2 14 th January '19	Week 3 21 st January '19	Week 4 28 th January '19	Week 5 4 th February '18	Week 6 11 th February '18
	Phonics will be taught daily following the 'No Nonsense' programme & guided reading will be taught using a daily carousel and discrete lessons.					
	Instructions - How to Was a Woolly Mammoth			Film Week - Recount	Film Week - Recount	Assessment Week
	- Elicitation Task - Text Style Familiarisation - Commands	- Exclamation marks - Adverbs and question	- Plan & Big Write - Editing	- Elicitation Task - Text Style Familiarisation - Trip - Recount Trip	- Pebody sentences - Big Write - Editing	Reading Paper 1 & 2 - Cold Write
English	<p>Reading - word level. Pupils will be taught to:</p> <ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading. 					
	<p>Reading - comprehension. Pupils will be taught to:</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done answering and asking questions predicting what might happen on the basis of what has been read so far <p>Participate in discussion about books, poems & other works that are read & those that they can read for themselves, taking turns & listening to what others say</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>					
	<p>Spelling - Pupils will be taught to spell by:</p> <ul style="list-style-type: none"> segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly 					

- learning new ways of spelling phonemes for which 1 or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words including -ment, -ness, -ful, -less, -ly
- apply spelling rules and guidance, as listed in [English appendix 1](#)
- write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

Handwriting - Pupils will be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Writing - composition. Pupils will be taught to develop positive attitudes towards and stamina for writing by:

- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes

consider what they are going to write before beginning by:

- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence

make simple additions, revisions and corrections to their own writing by:

- evaluating their writing with the teacher and other pupils
- rereading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)

read aloud what they have written with appropriate intonation to make the meaning clear

Writing - vocabulary, grammar and punctuation. Pupils should be taught to:

Develop their understanding of:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
- learning how to use both familiar and new punctuation correctly - see [English appendix 2](#), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

learn how to use:

- sentences with different forms: statement, question, exclamation, command
- expanded noun phrases to describe and specify [for example, the blue butterfly]
- the present and past tenses correctly and consistently, including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in [English appendix 2](#)
- some features of written Standard English

use and understand the grammatical terminology in [English appendix 2](#) in discussing their writing

White Rose Maths Programme				
	Number: Multiplication	Number: Division	Statistics	Assessment
Maths	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) sign. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals ($=$) signs. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts. Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. 	<ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data. 	<p>Arithmetic and Reasoning Papers</p> <p>Elicitation for Shape</p>
Computing	<p>Rising Stars - We are astronauts: To have a clear understanding that algorithms are sequences of instructions.</p> <p>Pupils should be taught to: - Understand what algorithms are; how they are implemented as programs on digital devices; & that programs execute by following precise instructions. - Create and debug simple programs. - Use logical reasoning to predict the behaviour of simple programs. - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. - Recognise common uses of information technology beyond school. - 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>			

<p style="text-align: center;">IPC</p> <p>Science History Geography Art Music D & T</p>	<p style="text-align: center;">Hooray... We went on Holiday!</p> <p>Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future?</p> <p>In Geography, we'll be finding out: - About the places people go to on holiday. - How they get to their holiday destination. - Some of the things people do on holiday. - What people wear on holiday. - How tourism can spoil holiday places.</p> <p>In History, we'll be finding out: - About the holidays that we have had in our own past. - About the holidays that our families and other people have had in the past. - What is the same and what is different between holidays in the past and today. - About some of the wonders of the world.</p> <p>In Art, we'll be finding out: - How to create a sand art sculpture. - About some of the pictures that are used to record holidays. - How we can record our holidays. - About the designs of some holiday souvenirs.</p> <p>In Computing, we'll be finding out: - How to use mapping software.</p> <p>In Society, we'll be finding out: - How to stay safe on holiday. - What a pilgrimage is.</p> <p>In International, we'll be finding out: - What is the same and what is different between the lives and home countries of the different children in our class.</p> <p>- How to greet people in different languages. - About future holidays in space.</p>
<p style="text-align: center;">Science</p>	<p>During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> - Asking simple questions and recognising that they can be answered in different ways. - Observing closely, using simple equipment. - Performing simple tests. - Identifying and classifying. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions. • Living things and their habitats: Pupils should be taught to: Explore and compare the differences between things that are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals in their habitats, including microhabitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Plants: Pupils should be taught to: - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Animals, including humans: Pupils should be taught to: - Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, inc. humans, for survival (water, food and air). Describe importance for humans of exercise, eating the right amounts of different types of food, & hygiene. • Uses of everyday materials: Pupils should be taught to: - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper & cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching.
<p style="text-align: center;">History</p>	<p>Pupils should develop an awareness of the past, using words and phrases relating to the passing of time. They should know where people & events they study fit within a chronological framework & identify similarities & differences between ways of life in different periods. Pupils should be taught about:</p> <ul style="list-style-type: none"> • Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life . • Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London or events commemorated through festivals or anniversaries]. • 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]. • Significant historical events, people and places in their own locality.

<p>Geography</p>	<p>Pupils should develop knowledge about the world, the United Kingdom & their locality, & understand basic subject-specific vocabulary relating to human & physical geography & begin to use geographical skills, like first-hand observation, to enhance locational awareness. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Locational knowledge: - Name and locate the world's seven continents and five oceans. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Place knowledge: - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. • Human and physical geography: - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Use basic geographical vocabulary to refer to: - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Geographical skills and fieldwork: - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>Art</p>	<p>Pupils should be taught:</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products. • To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. • -About the work of a range of artists, craft makers and designers, describing the differences & similarities between different practices & disciplines, & making links to own work.
<p>Music</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>D & T</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment]. When designing and making, pupils should be taught to:</p> <ul style="list-style-type: none"> • Design: - Design purposeful, functional, appealing products for themselves and other users based on design criteria. - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. • Make: - Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. -Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Evaluate: - Explore and evaluate a range of existing products. - Evaluate their ideas and products against design criteria. • Technical knowledge: - Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

PSHE/ Citizenship /SEAL	DEAR DIARY Comfortable and uncomfortable feelings	DEAR DIARY Problems in relationships	DEAR DIARY Anti-bullying Help and support
RE	<p>RE planning is taken from the Understanding Christianity Resource currently being rolled out by Exeter Diocese and the New Devon RE Syllabus 2010.</p> <p>Gospel: What is the good news that Jesus brings?</p> <p>Pupils are expected to know:</p> <ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about behaviour. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. • Tell stories from the Bible and recognise a link with a concept: for example, idea of 'good news' links to practice of being thankful. 		
PE	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, & apply these in activities. • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. 		
Enviro.	<p>Maintaining the allotted area of the school grounds. Using the outdoor school environment where possible to enhance lessons and lesson objectives. Each class also has an eco councillor who meets weekly with the school eco council team to discuss environmental issues in school.</p>		
Cultural Awareness	<p>To learn about the traditions and culture within our host country: France, with links being made across the curriculum where possible.</p>		