



CLASS 2 THEMATIC OVERVIEW 2020 – 2021

Teacher: Gemma Goodchild

15 WEEKS 8 & 7

AUTUMN – Theme = Local Area AUTUMN 1 AUTUMN 2

<p>English (include genres, publishing at least every 3 weeks)</p>	<p>Class Books/Novels. Traditional Tales: Hansel and Gretel vs The Worst Witch</p> <p>The Day the Crayons quit</p> <p>Story writing Character Descriptions Persuasive writing</p>	<p>Class Books/Novels. James Herriot autobiography extracts Hustwaite Then and Now</p> <p>Recounts and biography/autobiographical writing</p>
<p>Phonics/ ESPaG</p>	<p>Spellings weekly. Related to phonics and tricky words. Y2 Recap of Phase 5 and following No Nonsense Spelling SOW Autumn 1 Block. Y3/4 Following No Nonsense Spelling SOW Autumn 1 Block. Y2 Recap trigraphs and No Nonsense Spelling SOW Autumn 2 Block Y3/4 Following No Nonsense Spelling SOW Autumn 2 Block. CEW Spellings weekly.</p>	
<p>Mathematics</p>	<p>Consolidation as well as new content Number & Place Value White Rose Autumn Block 1 Addition and Subtraction White Rose Autumn Block 2 Also perimeter and measures (length)</p>	<p>Consolidation as well as new content Money White Rose Autumn Block 3 (Y2) White Rose Spring Block 2 (Y3) White Rose Summer Block 2 (Y4) Multiplication and Division White Rose Autumn Block 4 (Y2) White Rose Autumn Block 3 (Y3) White Rose Autumn Block 4 (Y4)</p>
<p>Science</p>	<p>Mental Maths weekly. Y2 X tables weekly (focus x10, x2 and x5). Y3 X tables focus (x10, x2, x5 and x3 recap then x4, x6, x8) Also focus on doubles, halves, number bonds to 10, 20, and 100 Y4 all and also number bonds to 100</p> <p>Y2 Living Things and their habitats</p> <ul style="list-style-type: none"> • 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. <p>Y3/4 Rocks</p> <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock 	

	<ul style="list-style-type: none"> recognise that soils are made from rocks and organic matter. <p>Y3/4 Light recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change.</p>
Geography	<p>Local Area</p> <ul style="list-style-type: none"> 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>KS2 Geog</p> <ul style="list-style-type: none"> use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world <p>Local Study and geographical skills Start with school and surrounding area-link with Barney Smith (hideaway)? Coastal area-Whitby trip? James Herriot link?</p>
Computing	<p>Coding (7 weeks) Purple Mash 2code planning units: mixture of Y2 and Y3 alongside Scratch Online Safety (3 weeks) Purple Mash (Y2 unit alongside Y4 unit) Spreadsheets (3 weeks) (Purple Mash units Mixture of Y2 and Y3)</p>
Art	<p>Artist: Picasso Observational drawing using different media (charcoal, pencil, pastels) Feelings and how we can tell by our faces.</p>
DT	<p>Textiles including study of a textiles/craft artist Upcycled wreathes</p>
PSHCE SRE	<p>Y2 How can we be a good friend? (5 weeks) Using PSHCE Association Healthy relationships resource (Y2) Y3/4 How do we treat each other with respect? Using PSCHE Association Valuing Differences resources (Y3) Health and Well being curriculum week-Invisible String stimulus Road safety week and Anti-Bullying week</p>
Citizenship	<p>Class assemblies-Picture News</p> <p>Remembrance Day-Royal British Legion Children in Need Christingle service and Children’s Society</p>
RE	<p>What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> Find out about how Christians show their faith within their families. What objects might you find in a Christian’s home and why? What kinds of things would Christian families do during the week? What similarities and differences are there with the family values and home rituals of pupils in the class? Explore what Christians do to show their faith within their church communities. What do they do together and why? Find out what Christians do to show their faith in how they help their local

<p>Worship: 1st half</p> <p>2nd half</p>	<p>community.</p> <ul style="list-style-type: none"> • Find out about some ways in which Christians make a difference in the worldwide community. How do they show that they are Christians? <p>Value of Friendship-caring and sharing</p> <p>Creativity</p>
<p>Music</p>	<p>Charanga (Y3 unit-Bringing us together) Recorder-learning notes and a short tune</p> <p>Charanga (Y2 unit-Ho Ho Ho) Recorder-learn a Christmas Song (Jingle bells or Good Kind Wenceslas)</p>
<p>PE Indoor PE Outdoor</p>	<p>Tri-golf to link with the virtual competition Forest Schools Hockey Archery-Y3/4 lunchtimes with Sports Coach for Virtual competition Forest Schools</p>
<p>Forest School</p>	<p>Art through Forest Schools</p>
<p>History (Timelines)</p>	<p>History of the local area</p> <p>KS1:</p> <ul style="list-style-type: none"> • significant historical events, people and places in their own locality <p>KS2</p> <ul style="list-style-type: none"> • a local history study <p>Examples (non-statutory)</p> <p>a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</p> <p>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p> <p>Use Hushwaite then and now books for timeline links as well as having James Herriot link.</p>
<p>French</p>	<p>Moi -NYCC unit and songs for Y2 Languages we speak Greetings How are you? What is your name? Les Couleurs Colours Elmer story in French</p>

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PROPOSED EDUCATIONAL VISITS

The Hideway-Barney Smith's camping site (Aut 1)

James Herriot Museum (Aut 2-joint with Y3/4 Sessay?)

<p style="text-align: center;">SPRING TERM 12 WEEKS 6 & 6 SPRING – Theme = Ancient Egyptians</p>		
<p>English (include genres, publishing at least every 3 weeks)</p>	<p>Class Books/Novels. Egyptian based poems-performance poetry Egyptian Cinderella</p>	<p>Instructions Egyptology book</p>
<p>Phonics/ ESPaG</p>	<p>CEW Words tested weekly Y2 Continued revision on Phase 5 (trigraph and split digraph focus) Y2 No Nonsense-Complete autumn block 2</p>	

	<p>Y3/4 Following No nonsense Spring term block 1 SOW</p> <p>Y2 Phase 6 and trigraphs</p> <p>Y2 No Nonsense-Complete Spring term block 1</p> <p>Y3/4 Following No nonsense Spring term block 2 SOW</p> <p>Spellings weekly. Related to phonics and tricky words.</p>	
Mathematics	<p>Number & Place Value-arithmetic</p> <p>Y2 Shape</p> <p>Y2 Start White Rose Spring block 1</p> <p>Multiplication and division</p> <p>Y3/4 Geometry</p> <p>Y3/4 Statistics</p> <p>Begin White Rose Spring Block 1</p> <p>Multiplication and Division</p>	<p>Number & Place Value-arithmetic</p> <p>Y2 Time</p> <p>Y2 Length</p> <p>Y3/4 Time</p> <p>Y3/4 Measures-capacity</p>
	<p>Mental Maths weekly.</p> <p>Y2 Xtables weekly (focus x10, x2 and x5 and begin to introduce x 3).</p> <p>Y3 Xtables weekly, continue to revise 2, 3, 4, 5, 6, 8 and 10. Also introduce 11s and 9s and continue number bonds to 100</p> <p>Y4 all and number bonds to 100 as well as halving and doubling practice</p>	
Science	<p>Y2</p> <p>Uses of Everyday Materials</p> <p>Squash, bend, twist and stretch</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching <p>Y2</p> <p>Materials Matter</p> <ul style="list-style-type: none"> find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching compare how things move on different surfaces. <p>Y3/4</p> <p>Forces</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p>Y3/4</p> <p>Sound recap (working alongside Sessay learning and Century Tech Diagnostics on forces and sound then following the pathways.</p> <p>Also science week activities 8-15 March</p>	
Geography	<ul style="list-style-type: none"> Human geography- settlements, trade routes etc Physical geography- River Nile 	
Computing	<p>Google Classroom</p> <p>E-safety day (Feb 2021)</p> <p>Purple Mash-Electronic music- making unit c/c music</p>	
Art	<p>Egyptian Death Masks and or Cartouches</p> <p>Food Technology-Egyptian meal base around flatbread.</p>	
DT	<p>3D modelling design/make/evaluate</p>	

PSHCE SRE	Y2 What are families like? (3 weeks) Y3/4 How can we manage our feelings? (3 weeks)
Citizenship	Respect
RE Worship: 1st half 2nd half	<ul style="list-style-type: none"> • Celebrations and Jesus as an inspiration-led by E Sowray • Easter and Holy Week
Music	Purple Mash-Electronic music- making unit c/c music I Wanna play in the band (Y2) Charanga
PE Indoor	Dance
PE Outdoor	PE COACH Throwing and catching skills Orienteering
Forest School	N/A
History (Timelines)	The achievements of the earliest civilizations – Egypt
French	<p>La Jungle</p> <p>Learn the names of some jungle animals</p> <p>Recognise that some words occur in both English and French, although they may sound different</p> <p>Use numbers to count animals</p> <p>Begin to use adjectives of colour</p> <p>Tutti frutti</p> <p>Learn the names of some fruits</p> <p>Read descriptions</p> <p>Write simple sentences to describe their own fruit kebab</p> <p>Express likes and dislikes about fruit</p>

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