







## Year Two Topic Overview Autumn 1

Autumn 1						
Enchanted Forest						
	Our World 	Our Champions 	Our Events 	Our Questions 	Our Creations 	Our Future 
Golden Threads	Countries of the UK Forests	Ourselves	Wyre Forest Visit	What does a plant need to grow?  How do you make a structure stronger?  Who is a Muslim and how do they live?	Baby Bear's Chair	Coding using algorithms
Memorable Experiences	Wyre Forest					
English	Narrative Poetry					
Reading For Pleasure						
Maths	<b>Place Value</b> To count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward To recognise the place value of each digit in a two-digit number (10s, 1s) To identify, represent and estimate numbers using different representations, including the number line To compare and order numbers from 0 up to 100; use <, > and = signs To read and write numbers to at least 100 in numerals and in words To use place value and number facts to solve problems					
Science	<b>Plants</b> To know the life cycle of a plant. <b>Life-cycle seed bulb bud sapling growth germinate</b> To know and observe and describe how seeds and bulbs grow into mature plants. To know and find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. <b>Seeds and bulbs need water to grow but most do not need light; seeds and bulbs have a store of food inside them.</b>					
Art	x					
Computing	<b>2.1 Coding</b> To understand what an algorithm is. • To create a computer program using an algorithm. To create a program using a given design. • To understand the collision detection event. To understand that algorithms follow a sequence. • To design an algorithm that follows a timed sequence. To understand that different objects have different attributes (properties). • To understand what different events do in code. To create a program using a given design. • To understand the function of buttons in a program. To know what debugging means. • To understand the need to test and debug a program repeatedly. • To debug simple programs					
DT	<b>Structures: Baby Bear's Chair</b> To know that shapes and structures with wide, flat bases or legs are the most stable. To understand that the shape of a structure affects its strength. To know that materials can be manipulated to improve strength and stiffness. To know that a structure is something which has been formed or made from parts. To know that a 'stable' structure is one which is firmly fixed and unlikely to change or move. To know that a 'strong' structure is one which does not break easily. To know that a 'stiff' structure or material is one which does not bend easily.					
History	x					
Geography	<b>Forests</b> To use maps to locate the countries, capitals and forests of the UK. <b>England – London</b> <b>Wales – Cardiff</b> <b>Scotland – Edinburgh</b> <b>Northern Ireland – Belfast</b> <b>Wyre Forest, New Forest, Sherwood Forest, Gwydir Forest &amp; Glen Affric Forest</b> To know the physical and human features of a forest. <b>Forest, soil, vegetation, ponds, streams, evergreen, deciduous, grassland</b> <b>Paths, Picnic Area, Visitor Centre</b> To know how to use a key on a map. To know and use aerial photographs to devise a simple map. To use simple compass directions locational and directional language to describe the location of features and routes on a map.					

	To know and identify daily weather patterns in the United Kingdom in Autumn.	
<b>Music</b>	<b>Hands, Feet, Heart</b> <b>Exploring Simple Patterns</b>	
<b>PE</b>	<b>Send And Return 1</b> To stay on our toes to move quickly to the ball To identify which hand is dominant in a game To know the basic rules of serving to our partner To develop agility and use it in a game To use the correct grip to hit a self-fed ball To use the ready position in a rally	<b>Gymnastics 1</b> To combine 4 elements into a floor sequence To create power in a variety of different jumps To smoothly link actions To show flexibility in shapes To travel at different speeds To judge a short sequence
<b>RE</b>	<b>1.6 – Who is a Muslim and how do they live?</b> <b>Make sense of text/beliefs</b> To know and recognise the words of the Shahadah and that it is very important for Muslims. To know and identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. To know and give examples of how stories about the Prophet show what Muslims believe about Muhammad. <b>Understanding the impact</b> To know and give examples of how Muslims use the Shahadah to show what matters to them. To know and give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. To know and give examples of how Muslims put their beliefs about prayer into action. <b>Making connections</b> To think, talk about and ask questions about Muslim beliefs and ways of living. To talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. To know and give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.	
<b>PSHE</b>	<b>Being Me In My World</b> Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members. To know that it is important to listen to other people. Understand that their own views are valuable. To know about rewards and consequences and that these stem from choice To know that positive choices impact positively on self-learning and the learning of others	