
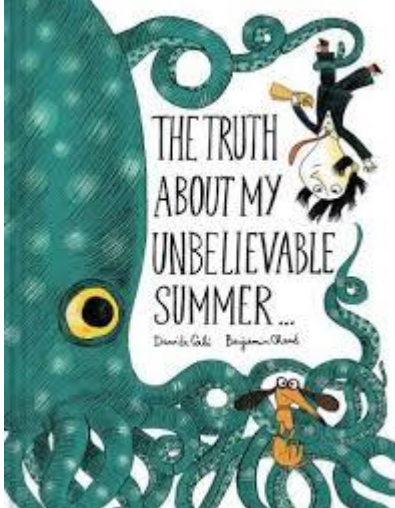
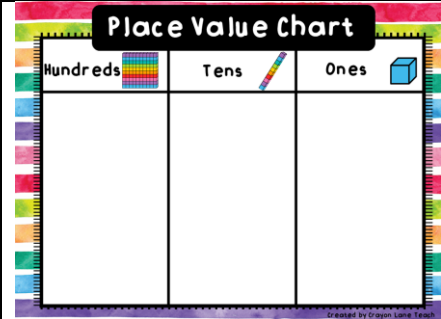
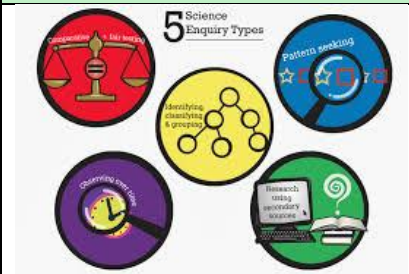










## Year 2 Autumn 1 Overview.

| Subject   | Autumn 1  |
|---|---|
| Class read  | Rabbit and Bear – This Lake is Fake.  |
|   | <p>'Rabbit is fed up. Spring has come, but it's not as perfect as he thought it would be.</p> <p>Bear thinks that if they work hard, they can make it better. But Rabbit has a Plan. He sets off across the lake in search of a perfect world.</p> <p>Crossing the water together, Rabbit and Bear learn many things and discover that their perfect world may be closer at hand than Rabbit had thought.</p> <p>A story of hope, friendship, and an entire island made of bird droppings.'</p> |
| English   | Focus   |
|  | <p>Book focus:<br/>The Truth About My Unbelievable Summer.<br/>By: Davide Calli and Benjamin Chaud.</p> <p>This term, we will be reading <i>The Truth About My Unbelievable Summer</i> and learning new writing techniques to help us plan and write our own narratives about our summer experiences.</p>   |
| Maths   | Place Value (addition and subtraction)  |

|   |   |
|---|---|
|                 | <p>In Maths, we will continue to build on our place value knowledge by revisiting numbers from Year 1 to consolidate our understanding. We will then explore numbers up to 100 using concrete manipulatives, visual representations, and be introduced to place value charts.</p>   |
| <p>Science</p>  | <p>Animals including humans.</p> <p>This term, we will develop our knowledge of animals, including humans, by learning that animals have offspring and that they change and grow over time. We will also deepen our understanding of the importance of a healthy lifestyle for humans, including good hygiene habits.</p>                   |
| <p>Geography</p>  | <p>My Local Area.</p>   |
|               | <p>In Geography, we will explore our local park by learning about its features, why people visit, and how to find it using simple maps and routes. We will collect and record data using observations, tally charts, and pictograms.</p>  |
| <p>Art</p>  | <p>Drawing: Using different tools to create lines, patterns and imagery.</p>  |
|               | <p>In Art, children will use their sketchbooks to practise techniques and explore ideas freely. They will learn to critique the work of notable artists, giving reasons for their opinions. Children will experiment with different tools to create thick and thin lines, explore how adding black changes a colour's tone, and observe</p> |

|   |   |
|---|---|
|   | <p>patterns to replicate them in their own artwork.</p> <p>Artist Study: Jean-Michael Basquiat and Jessi Raulet.</p>  |
| PE  | Footwork, one leg, balance and forest school.   |
|    | <p>In PE we will develop and apply their footwork and one leg balance through focused skill development sessions, cooperative and competitive games and challenges. One PE slot will be our forest school sessions where we will learn from the outdoors through child led experiences.</p>               |
| PSHE  | Being me in my own world and family and relationships.  |
|  | <p>In PSHE, 'Being Me in My World,' we will explore our school values of bravery, kindness, and curiosity. We will also learn about family and relationships, and how these values help us in school and in society.</p>  |
| RE  | Who is Jewish and what do they believe?   |
|  | <p>In RE we will learn about Jewish people and what they believe. They will find out about important Jewish ideas, special books like the Torah, and how Jewish people celebrate festivals such as Shabbat and Hanukkah. The class will also look at Jewish symbols and ways people show their faith.</p> |
| Coppice 50  | Learn a meditation technique.   |

|   |  |
|---|--|
|  <p>Coppice<br/>Valley<br/>Primary School</p> | <p>This term, we will be focusing on meditation. We will explore the benefits of meditation, the importance of being in the present moment, and different breathing techniques that support self-regulation.</p>                                     |
| <p>Music</p>  | <p><b>Call and response (animals)</b></p>  |
|   | <p>In Music, children will create short sounds with varied dynamics to represent animals. They will copy and create sound patterns, explore call and response using instruments, and perform contrasting sound patterns with different dynamics.</p> |
| <p>Computing</p>  | <p>Computing systems and technology around us.</p>   |
|   | <p>In Computing, we are learning how to use a computer and exploring how information technology is used around us in everyday life.</p>  |