



New City Primary School Subject Overview
English Year Two
Spring Term One 2016 - 2017

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Text/Focus</u>	<u>Narrative</u> Different stories by the same author <u>Prince Cinders</u> <u>Princess Smartypants</u> <u>Breaks the Rules!</u>	<u>Narrative</u> Different stories by the same author <u>Prince Cinders</u> <u>Princess Smartypants</u> <u>Breaks the Rules!</u>	<u>Narrative</u> Different stories by the same author <u>Prince Cinders</u> <u>Princess Smartypants</u> <u>Breaks the Rules!</u>	<u>Non Fiction</u> Information Texts <u>Animal Homes</u>	<u>Non Fiction</u> Information Texts <u>Animal Homes</u>	<u>Non Fiction</u> Information Texts <u>Animal Homes</u>
<u>Grammar</u>	Similes and metaphors	Verbs	Adjectives	Nouns	Expanded noun phrases and subordination	Expanded noun phrases and subordination
<u>Spelling</u>	Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.	Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.	/aw/sound spelt a before l and ll	/u/ sound (o)	/ee/ sound (ey)	Homophones and near homophones
<u>Comprehension</u>	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>AF3</u> Deduce, infer or interpret information, events or ideas from texts	<u>AF1</u> Use a range of strategies, including accurate decoding of text to read for meaning	<u>AF2</u> Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	<u>Assessment</u> Assessment that covers AF1, AF2 and AF3
<u>Writing</u>	Planning or saying out loud what they are going to write about. Writing narratives about personal	Writing down ideas/key words including new vocabulary they have learnt from their reading, wider experiences and	Encapsulating what they want to say sentence by sentence. Evaluating their	Writing for a different purpose Writing about real events Proof reading to check	Writing for a different purpose Writing about real events Proof reading to check	Writing about real events Evaluating their writing with the teacher and other

	experiences and those of others	conversations about language	writing with the teacher and other pupils.	for errors in grammar, spelling and punctuation.	for errors in grammar, spelling and punctuation.	pupils.
<u>Phonics</u>	<p>Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.</p> <p>Patting patted Humming Hummed Dropping Dropped, Sadder Saddest Fatter Fattest Runner Runny</p>	<p>Adding -ing, er, est, and y to words of one syllable ending in a singular consonant letter after a single vowel letter.</p> <p>Patting patted Humming Hummed Dropping Dropped, Sadder Saddest Fatter Fattest Runner Runny</p>	<p>/aw/sound spelt a before l and ll</p> <p>All Ball Call Tall Wall Walk Talk Always</p>	<p>/u/ sound (o)</p> <p>Other Mother Brother Nothing Monday Wonder</p>	<p>/ee/ sound (ey)</p> <p>Key Donkey Monkey Chimney Honey</p>	<p>Homophones and near homophones</p> <p>There/their/they're, here/hear, quite/quiet, see/sea, bear/bare, one/won, to/too/two, be/bee, blue/blew, cheap/cheep, night/knight</p>
<u>Mathematics</u>	<p><u>Number/Measure</u></p> <p>To identify odd and even numbers to 20 and beyond.</p>	<p><u>Measure/Geometry</u></p> <p>Compare and order capacities measured in centilitres, record results using < , > , =.</p>	<p><u>Number</u></p> <p>Convert and record numbers written in numerals to numbers written in words.</p>	<p><u>Number</u></p> <p>Read and write multiplication number sentences for 2,5, and 10 using x and =.</p>	<p><u>Measure</u></p> <p>To know that there are 60 minutes in an hour, recognise how the minute hand turns through 60 mins in a complete turn.</p>	<p><u>Number</u></p> <p>Find halves, thirds and quarters of a shape of a set of items by calculating or sharing.</p>
<u>Computing</u> <u>We are Photographers</u>	<p>To explain how to take photos with a range of ICT equipment.</p>	<p>To develop an understanding of using a camera.</p>	<p>To discuss how to take a photo.</p>	<p>To print and organise the photos using captions.</p>	<p>To present a portfolio of the pictures.</p>	<p>To display the photos.</p> <p>To evaluate the impact of the portfolio.</p>
<u>Science</u> <u>Animals including Humans.</u>	<p>To recognise that animals need food, water and shelter to stay alive.</p> <p>To identify the seven</p>	<p>To identify the different foods we eat.</p> <p>To classify foods into the different food groups.</p>	<p>To explain what is meant by a healthy diet.</p> <p>To understand why</p>	<p>To recognise that animals and humans produce young (reproduction)</p> <p>To compare and contrast babies with toddlers or</p>	<p>To discuss why we need medicines.</p> <p>To reflect on the dangers of medicines.</p>	<p>To identify how exercise affects our bodies.</p> <p>To record observations in a</p>

	signs of life.			adult and baby animals.		table or diagram and graph.
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