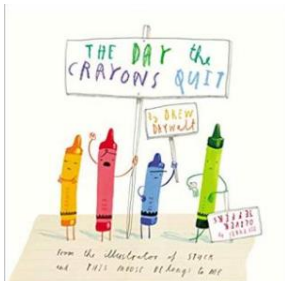
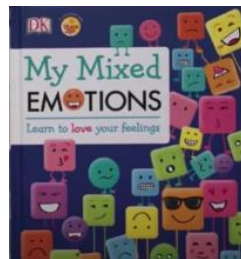


# Thematic Blocked Curriculum Half-termly Overview

Year group: 2 Half term/year: Autumn 1

Theme: Emotions and Feelings



		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
SUBJECT BLOCK		<b>PSHCE</b> How many different types of feelings are there? How do you deal with a feeling in a positive way? Who do you go to if you are worried about yours or somebody else's mental health?			<b>DT</b> Which materials are most suitable for a product I have designed?	<b>Art/ ICT</b> How can a piece of art affect your feelings?		<b>RE</b> What do different people believe? Can you tell what somebody believes by the way they look?  <b>(Islam, Christianity, Non – religious)</b>	
English Learning Journey	Text / Class Novel	<div>The day the crayons quit</div> <div></div>				<div>My Mixed Emotions</div> <div></div>			
	Phonics / Spelling	See phonics planning							
	Reading	Make predictions based on what they have read Draw simple inferences from illustrations, events, characters' actions and speech. Answer retrieval and inference questions about the text. Explain understanding of texts Talk about my favourite words and phrases in stories and poems.			Predict what might happen based on details I have. Recognise non-fiction texts with different structures Answer questions about a text Discuss and clarify the meaning of words, linking to known vocabulary Answer and ask questions about a text				
	Grammar	Use coordinating conjunctions to create compound sentences Use and identify statements, questions, exclamations and commands Correctly use question marks and exclamation marks.			Use commas to separate items in a list. Use and identify statements, questions, exclamations and commands Correctly use question marks and exclamation marks.				
	Writing	Plan and discuss the content of writing and record their ideas, including new vocabulary			Plan and discuss the content of writing and record their ideas, including new vocabulary Orally rehearse structured sentences and sequences of sentences.				
	Writing Outcome	Writing to express – Letter to Duncan			Writing to inform- Instructions on how to deal with bullying				
Maths		<b>Place Value</b> Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a 2-digit number. Say what is 10 more or 10 less than any number. Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; using < > = signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems.					<b>Addition and Subtraction</b> Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects and pictorial representations, and begin to do this mentally (2-digit number and ones, 2-digit number and tens, two 2-digit numbers, three 1-digit numbers).		

Science	Describe why exercise and a balanced diet and good hygiene are important for humans.						
ICT/Computing					1.2Create a PowerPoint 1.1Record and playback audio 1.2.3Paint with different colours		
PE	PE Coach	PE Coach	PE Coach	PE Coach	PE Coach	PE Coach	PE Coach
Geography History Art & Design Design & Technology (incl. food tech) Music (incl. song links) RE MfL Outdoor Learning / LotC (incl. trips/visitors & outdoor lessons)				Think of an idea & plan what to do next choose tools & materials & explain why I have chosen them Join materials & components in different ways Explain what went well with my work explain why I have chosen specific textiles Measure materials to use in a model or structure	Suggest how artists have used colour, pattern & shape Create a piece of art in response to the work of another artist		
PHSCE	<b>MWB 1</b> - that mental wellbeing is a normal part of daily life, in the same way as physical health  <b>MWB 9</b> - where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions  Con 1c. to recognise, name and deal with their feelings in a positive way  LS 3a. how to make simple choices that improve their health and wellbeing;						
<b>Quality Outcome</b> (writing / art / production / presentation / assembly etc...)	Letter to Duncan	Diary entry to express how one of the crayons feeling (PSHCE)	Poster or leaflet to show where to seek support for mental health.	Evaluation of product	Presentation looking at different artists work and how they affect your feelings.		Information book