



**Year 2 – Autumn 1 Medium Term Plan**  
**Topic: Guess Who**



<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>● Trusted adult list</li> <li>● "This is me" wellbeing questionnaire</li> <li>● Sign home-school links books</li> <li>● Class charter (including 4 Rs and school rules)</li> <li>● School Council elections</li> <li>● House team Captain and Vice-Captain elections</li> <li>● Subject reps (inform children)</li> <li>● Autumn 1 Curriculum booklet for parents</li> <li>● Buddy mentoring</li> <li>● Performance management target setting</li> <li>● New action plans</li> <li>● Autumn term provision map</li> <li>● Standards scrutiny</li> <li>● Autumn 1 assessment week</li> </ul>	<ul style="list-style-type: none"> <li>● Macmillan Coffee Morning</li> <li>● Black History Month</li> <li>● World Mental Health Day</li> <li>● Harvest Festival</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Florence workshop</li> <li>● Exit point - Medal award ceremony</li> <li>● Class Story - Sulwe - Lupito Nyong'o, Imani's Moon - Janay Brown-Wood, Diary of a Killer cat - Anne Fine</li> <li>● Homework -</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify</li> </ul>
<u>English (Reading / Speaking and Listening)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b>Focus:</b> The following content domains will be covered through guided reading: Literal Inference Deduction</p> <p>The following objectives are taken directly from the National Curriculum and will be covered throughout guided reading lessons:</p> <p><b>Word Reading</b> TLC: Can I apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent? TLC: Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</p>	<p><b>Focus:</b></p> <p><u>Handwriting</u> TLC: Can I form lower case letters to the correct size relative to one another? TLC: Can I write capital letters and digits to the correct size/orientation/relationship to one another and to lower case letters? TLC: Can I use spacing between words that reflects the size of the letters? TLC: Can I start to use some of the horizontal and diagonal strokes needed to join letters? TLC: Can I identify which letters are best left unjoined?</p> <p><u>Writing</u> Talk4Writing (Recount - Diary Entry)</p> <ul style="list-style-type: none"> <li>● Cold - write own diary entry of own experience</li> </ul>	<p><b>Focus:</b></p> <p><u>Grammar</u> TLC: Can I use capital letters correctly? TLC: Can I punctuate sentences correctly? TLC: Can I use <i>and</i> to join words and clauses? TLC: Can I identify and use adjectives? TLC: Can I create sentences using an expanded noun phrase? TLC: Can I use a comma in a 2a sentence?</p> <p><u>Spelling</u> List coverage:</p> <ul style="list-style-type: none"> <li>● TLC: Can I spell using words from the Y1/2 statutory word lists? (statutory word list)</li> </ul> <p>Sounds Write Units</p>



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TLC: Can I read words of two or more syllables?  
TLC: Can I read words containing common suffixes?  
TLC: Can I read common exception words?  
TLC Can I read most words quickly and accurately?  
TLC: Can I read aloud books closely matched to my improving phonic knowledge?  
TLC: Can I sound out unfamiliar words accurately, automatically and without undue hesitation?  
TLC: Can I re-read books to build up my fluency and confidence in word reading?

**Comprehension**

TLC: Can I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction?  
TLC: Can I discuss the sequence of events in books and how items of information are related?  
TLC: Can I be introduced to non-fiction books that are structured in different ways?  
TLC: Can I recognise simple recurring literary language in stories?  
TLC: Can I discuss my favourite words and phrases?  
TLC: Can I check that the text makes sense and correct inaccurate reading?  
TLC: Can I make simple inferences from illustrations and text on the basis of what is being said and done and on a characters' actions?  
TLC: Can I answer and ask questions appropriately?  
TLC: Can I predict what might happen on the basis of what has been read so far?  
TLC: Can I participate in discussion about books and poems?  
TLC: Can I explain and discuss the understanding of books and poems?

- Imitate – (Florence Nightingale diary entry History linked)
- Innovate – Diary Entry
- Independent - Diary Entry (Assessed piece in tracking )

TLC: Can I write a diary entry? (Cold Task - recount of the weekend)  
TLC: Can I recall a diary entry?  
TLC: Can I text map a diary entry?  
TLC: Can I imitate a diary entry? (Florence Nightingale)  
TLC: Can I innovate a diary entry? (innovate - the diary of Florence Nightingale)  
TLC: Can I plan a diary entry? (Independent)  
TLC: Can I write and edit a diary entry? (Independent - Diary of a Traditional Tale)

Please note this is subject to change in response to diagnostics upon return to school.



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The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:

- TLC: Can I speak about a topic I enjoy?
- TLC: Can I speak in complete sentences?
- TLC: Can I speak in a pair and a small group?
- TLC: Can I take turns to speak in a small group?
- TLC: Can I recount an event or experience using specific vocabulary?

Maths

Focus: Place Value

**Cold Task** - Place Value

- TLC: Can I count forwards and backwards and write numbers to 20 and 50 in numerals and words?
- TLC: Can I count and represent numbers to 20 and 50?
- TLC: Can I compare numbers to 50?
- TLC: Can I count, read and write numbers to 100 in numerals and words?
- TLC: Can I represent numbers to 100?
- TLC: Can I represent tens and ones using a part-whole?
- TLC: Can I use partitioning to add tens and ones?
- TLC: Can I use a place value chart to represent a number?
- TLC: Can I compare and order objects and numbers?
- TLC: Can I count in 2s, 5s and 10s?
- TLC: Can I count in 3s?
- TLC: Can I recall fact families to 20 and related facts?

**Hot Task** - Place Value

- TLC: Can I recall bonds to 100 in tens?
- TLC: Can I find 1 more and 1 less and 10 more and 10 less of a number?
- TLC: Can I add and subtract tens to a number?
- TLC: Can I add by making ten?
- TLC: Can I add 2d numbers and 1d number?
- TLC: Can I subtract crossing 10?
- TLC: Can I subtract 1-digit from 2-digits?

Focus:

Additional Maths Teaching

Daily:

- Counting
- Arithmetic practise

Weekly:

- Times tables lesson

TLC: Can I make equal groups?

TLC: Can I add equal groups?

TLC: Can I make arrays?

- Arithmetic test
- Times Tables test
- Problem of the Week



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<u>Art</u>	<u>Computing</u>	<u>Design and Technology, Cooking and Nutrition, Enterprise and STEM</u>
<p><b>Focus:</b> <i>Collage</i></p> <p>TLC: Can I evaluate artwork by Faith Ringgold?            TLC: Can I carefully choose how to use a sticking tool?            TLC: Can I talk about how I have chosen, sorted and arranged materials?            TLC: Can I mix and layer materials to create texture?</p>	<p><b>Focus:</b></p> <p><i>Online Safety (2.2)</i></p> <p>TLC: Can I share work and communicate electronically?            TLC: Can I report unkind behaviour and things that upset me online, to a trusted adult? (jigsaw discussion)            TLC: Can I explain what a digital footprint is?            TLC: Do I know the consequences of not searching online safely? - (jigsaw discussion)</p> <p><i>Purple Mash Unit - 2.5 Effective Searching</i></p> <p>TLC: Can I find information I need using a search engine?</p>	<p><b>Focus:</b></p> <p><i>Cooking - Where does our food come from?</i></p> <p>TLC: Can I describe where food comes from? (farm to fork)</p>
<u>French (Languages)</u>	<u>Geography</u>	<u>History</u>
<p><b>Focus:</b></p> <p><b>N/A</b></p>	<p><b>Focus:</b> Continents and Oceans</p> <p><b>Physical:</b> N/A</p> <p><b>Human:</b> N/A</p> <p><b>Mapwork:</b></p> <p>TLC: Can I identify the 7 continents of the world using an atlas?            TLC: Can I identify and locate the 5 oceans of the world using a globe?            TLC: Can I locate places significant individuals visited?</p> <p><b>Fieldwork:</b> N/A</p>	<p><b>Focus:</b> Significant individuals</p> <p><b>Key Question: How have these significant individuals helped to improve hospitals?</b></p> <p>Auxiliary Question 1: Who are the significant individuals that influenced the changes in hospitals and nursing?</p> <p>TLC: Can I sequence the timeline of Florence Nightingale's life?            TLC: Can I create a fact file about Edith Cavell?            TLC: Can I identify different herbal remedies used by Mary Seacole?*</p> <p>Auxiliary Question 2: What were the significant improvements made?            TLC: Can I explain the improvements of hospitals and nursing?            TLC: Can I use primary sources to identify improvements made by Florence Nightingale?</p>



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		<p>Auxiliary Question 3: How, if at all, were these significant Individuals awarded/remembered?          TLC: Can I find similarities between Edith Cavell and Mary Seacole? *          TLC: Can I compare how Mary Seacole and Florence Nightingale were awarded for their work?    <u>Black History - Mary Seacole *</u>          TLC: Can I use Mary Seacole as a discussion point for equality and fairness?</p>
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Focus: Charanga Unit - Hands, feet, heart</u></b></p> <p>TLC: Can I use percussion to play a beat? (playing instruments)          TLC: Can I appraise a Gospel style song? (Mbube, Listen and Appraise)          TLC: Can I improvise a musical response using voice or an instrument? (Improvise)          TLC: Can I identify the sound of different string instruments and name them? (Listen)          TLC: Can I take part in a performance by singing or playing an instrument? (Perform)</p> <p><u>Composer of the Term</u>          TLC: Can I listen and respond to a piece of music? (Louis Armstrong)</p>	<p><b><u>Focus: Gymnastics</u></b></p> <p>TLC: Can I support my body weight with my hands to create a balance?          TLC: Can I use different body parts to travel on?          TLC: Can I create a tuck position?          TLC: Can I find different ways to enter and exit apparatus?          TLC: Can I create a bridge shape with control?          TLC: Can I work collaboratively to create mirror balances?          TLC: Can I create symmetrical and asymmetrical shapes using gymnastic equipment?          TLC: Can I create a sequence with a start and finish position?          TLC: Can I evaluate performances and give feedback?</p>	<p><b><u>Focus: Jigsaw Unit - 2.1 Being me in my world</u></b></p> <p>a) PSHE          b) Social and Emotional Development Learning</p> <p><b>Jigsaw Piece 1:</b></p> <p>a) TLC: Can I identify some of my hopes and fears for this year?          b) TLC: Can I recognise when I feel worried and know who to ask for help?</p> <p><b>Jigsaw Piece 2:</b></p> <p>a) TLC: Can I understand the rights and responsibilities for being a member of my class and school?          b) TLC: Can I recognise when I feel worried and know who to ask for help?</p> <p><b>Jigsaw Piece 3:</b></p> <p>a) TLC: Can I understand the rights and responsibilities for being a member of my class?          b) TLC: Can I help to make my class a safe and fair place?</p> <p><b>Jigsaw Piece 4:</b></p> <p>a) TLC: Can I listen to other people and contribute my own ideas about rewards and consequences?          b) TLC: Can I work cooperatively?</p>



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		<p><b>Jigsaw Piece 5:</b></p> <ul style="list-style-type: none"> <li>a) TLC: Can I understand how following the Learning Charter will help me and others learn?</li> <li>b) TLC: Can I choose to follow the Learning Charter?</li> </ul> <p><b>Jigsaw Piece 6:</b></p> <ul style="list-style-type: none"> <li>a) TLC: Can I understand how following the Learning Charter will help me and others learn?</li> <li>b) TLC: Can I choose to follow the Learning Charter?</li> </ul>
<b><u>Religious Education</u></b>	<b><u>Science and STEM</u></b>	
<p><b>Focus:</b> <u>Being Human: How does faith and belief affect the way people live their lives? (Islam Believing)</u></p> <p>TLC: Can I show knowledge of Allah, shariah, harmony and guidance? (Recap) TLC: Can I explain how following the five pillars helps Muslims bring about harmony? TLC: Can I explain why Muslims believe it is important to say what you believe-the shahada? TLC: Can I say how akhlaq brings harmony to the world? TLC: Can I say how sharing with others (Zakat) brings harmony to the world?</p>	<p><b>Focus: <u>Living Things and Their Habitats</u></b></p> <p>TLC: Can I identify and name a variety of plants and animals in their habitats? (Including microhabitats)</p> <p>TLC: Can I describe how different habitats provide animals with what they need? TLC: Can I describe how different habitats provide plants with what they need? TLC: Can I classify and suggest why plants are in their most suitable habitat?</p> <p>STEM TLC: Can I describe why a wormery is a suitable habitat for the worms?</p>	