



**Year 2 – Autumn 2 Medium Term Plan**  
**Topic: In the Dark**



<b><u>Jobs for the Term</u></b>	<b><u>Key Dates/Events</u></b>	<b><u>Further Enrichment</u></b>
<ul style="list-style-type: none"> <li>● Curriculum booklet for parents</li> <li>● Parents’ meetings</li> <li>● English, Maths, Science and Inclusion Scrutinies</li> <li>● Headteacher’s nominations</li> <li>● Autumn 2 OTrack assessment</li> <li>● Autumn 2 classtrack assessment</li> <li>● EAL and PP Tracking to be completed</li> </ul>	<ul style="list-style-type: none"> <li>● Bonfire Night</li> <li>● Parliament Week</li> <li>● Remembrance Day</li> <li>● Children in Need</li> <li>● Anti-bullying week</li> <li>● Road Safety Week</li> <li>● Church Visit</li> <li>● Christmas Jumper Day</li> </ul>	<ul style="list-style-type: none"> <li>● Entry point - Dissecting Owl pellets</li> <li>● Exit point - STEM building a nest</li> <li>● Class Story - The Owl Who was Afraid of the Dark</li> <li>● Homework - Education City, TT Rockstars</li> <li>● PE - Daily Mile, Go Noodle/Yoga, BBC Supermovers</li> <li>● Science - Explorify,</li> </ul>
<b><u>English (Reading)</u></b>	<b><u>English (Spoken Language)</u></b>	<b><u>English (Grammar and Phonics)</u></b>
<p><b><u>Focus:</u></b></p> <p>The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><b><u>Word Reading</u></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? TLC: Can I read words containing common suffixes?</p> <p><b><u>Comprehension</u></b> TLC: Can I discuss the sequence of events in books and how items of information are related? TLC: Can I explain my understanding of what I have read? TLC: Can I explain my understanding of new words? TLC: Can I listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction?</p>	<p><b><u>Spoken Language skills embedded across all subjects</u></b></p> <ul style="list-style-type: none"> <li>● Kagan strategies</li> <li>● Echo reading</li> <li>● Deeper questioning</li> <li>● Guided Reading</li> <li>● Imitate</li> <li>● 80:20 rule</li> <li>● Early Listening skills workbooks</li> <li>● English Experience lessons</li> <li>● Odd one Out activities</li> </ul> <p>The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout english lessons and across the curriculum:</p> <p>Writing links. TLC: Can I talk about my work with my teacher? TLC: Can I talk about my work with another child? TLC: Can I read my work aloud and clearly?</p>	<p><b><u>Focus:</u></b></p> <p><b><u>Grammar</u></b> TLC: Can I use commas in a list? (SS Session 5) TLC: Can I use apostrophes for contractions? (SS Session 8) TLC: Can I write questions and exclamation sentences?(SS Session 2, 7) TLC: Can I use subordinate conjunctions? (SS Session 4) TLC: Can I use expanded noun phrases to describe? (SS Session 1) TLC: Can I use command sentences? (SS Session 5)</p> <p><b><u>Spelling</u></b> TLC: Can I spell words using the suffix -ful? TLC: Can I spell words using the suffix -less TLC: Can I spell words using the suffix -er? TLC: Can I spell words using the suffix -est</p> <p>List coverage: Sounds write Phonics EC Unit 11 i ie y i_e igh EC Unit 14 u ou o EC Unit 15 ow u oo EC Unit 19 or aw a ar au al</p>



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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 participate in discussion about books and poems?  
TLC: Can I explain and discuss the understanding of books and poems?

EC Unit 20 air are ear ere eir ayer ayor  
EC Unit 21 ue ew u u\_e  
EC Unit 22 oo ue  
EC Unit 23 oi oy  
EC Unit 24 ar a al au

**English (Writing)**

**Focus: Writing - Narrative (Fable) A Crow's Tale**

**Focus: Handwriting**

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?

Additional composition/grammar taught through JC Unit

Adverbials of prepositions (SS Session 1, 4)  
Adverbials of time (SS Session 5)  
fronted adverbials (SS Session 2)  
Inner thoughts (SS Session 2)  
Synonyms (SS Session 1,2, 6,7)  
Repetition (SS Session 1, 3, 8)  
Similes (SS Session 3)  
Verbs (SS Session 4, 6,7)

Composition (Planning and Composition)  
(internalisation of the text - reading focus)

TLC: Can I discuss writing to learn from its structure, vocabulary and grammar? (identifying features/plot points/maps)  
TLC: Can I plan and say what I am going to write about? (SS Sessions 1-9 including experiences)  
TLC: Can I show a positive attitude towards writing and sustain my effort and length of writing? (SS Sessions 1-9 including experiences)  
TLC: Can I write down ideas using keywords? (SS Sessions 1-9 including experiences)  
TLC: Can I write using different sentences? (SS Sessions 1-9 including experiences)  
TLC: Can I talk about my work with my teacher?  
TLC: Can I talk about my work with another child?  
TLC: Can I read my work aloud and clearly?

Independent writing.

TLC: Can I change the viewpoint of a fable?

Composition (Editing)

TLC: Can I re-read my work to check if sentences make sense?  
TLC: Can I re-read my work to check verbs are correct and consistent?  
TLC: Can I check my spelling, punctuation and grammar?

Performance (Reading as a Writer)

TLC: Can I discuss the Morals of a story? (SS Session 8)



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Onomatopoeia (SS Session 6)  
Alliteration (SS Session 6)  
Adjectives (SS Session 6, 8)  
Speech (SS Session 7)

Maths

**Focus:** Money  
**Cold Task** - Money  
TLC: Can I recognise coins and notes?  
TLC: Can I count in pounds and pence?  
TLC: Can I select the right coins to make different amounts?  
TLC: Can I compare amounts of money?  
TLC: Can I find the total of amounts of money?  
TLC: Can I find the difference between 2 amounts of money?  
TLC: Can I find change from a given amount?  
TLC: Can I answer 2 step problems?  
**Hot Task** - Money

**Focus:** Multiplication and Division  
Recap- TLC: Can I make equal groups?  
TLC: Can I redistribute from unequal to equal groups?  
Recap - TLC: Can I add equal groups?  
Recap - TLC: Can I make arrays?

Additional Maths Teaching  
Daily:  

- Counting
- Arithmetic practise

 Weekly:  

- Times tables lesson
- Arithmetic test
- Times Tables test
- Problem of the Week
- Number bonds

Art

Computing

Design and Technology, Cooking and Nutrition, Enterprise including STEM

**Focus:** Digital media  
Hal Lasko - digital artist  
Georges Seurat Pointillism Poppy pictures  

- Can I use a range of digital tools to create different textures?
- Can I use a range of digital tools to create different effects?
- Can I use a range of digital tools to create different colours?
- Can I change camera settings to best capture an image?

**Focus:** 2.6 Creating Pictures  
TLC: Can I name, save and find my work?  
TLC: Can I include photos, text and sound in my creations?

**Focus:** *STEM - exit point for topic*  
TLC: Can I choose the correct materials to build a nest?



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<ul style="list-style-type: none"> <li>• Can I change viewpoint settings to best capture an image?</li> </ul>		
<b><u>French (Languages)</u></b>	<b><u>Geography</u></b>	<b><u>History</u></b>
<p><b><u>N/A</u></b></p>	<p><b><u>Focus:</u></b> <b><u>Mapwork:</u></b> TLC: Can I name and locate the hot and cold parts of the world? TLC: Can I recognise symbols on a map of my local area? TLC: Can I create my own maps with a simple key? TLC: Can I look at aerial photographs?</p> <p><b><u>Fieldwork:</u></b> TLC: Can I identify the animals that live in our local area and make observations and recordings? (Woodlouse investigation - Science link)</p>	<p><b><u>Focus:</u></b> TLC: Can I recount the events of Guy Fawkes’ arrest?  TLC: Can I understand the importance of Remembrance Day?</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</u></b> Charanga: I wanna play in a band</p> <ul style="list-style-type: none"> <li>• TLC: Can I sing a song and do the actions in time? (Perform)</li> <li>• TLC: Can I appraise a rock song? (We Will Rock You, Listen and Appraise)</li> <li>• TLC: Can I copy the improvised instrumental patterns? (extended improvisation)</li> <li>• TLC: Can I compare a Rock song and a Gospel? (Rocking All Over The World, Listen and Appraise)</li> <li>• TLC: Can I compose a repeating rhythm? (Compose)</li> <li>• TLC: Can I take part in a performance by singing or playing an instrument? (Perform)</li> </ul>	<p><b><u>Focus:</u></b> Dance - Under the sea</p> <ul style="list-style-type: none"> <li>• TLC: Can I move my body in response to a beat?</li> <li>• TLC: Can I use a variety of directions, levels and speed when moving to music?</li> <li>• TLC: Can I create different movements to create a moving picture?</li> <li>• TLC: Can I transition from one dance movement to another?</li> <li>• TLC: Can I complete a simple dance sequence as part of a group?</li> <li>• TLC: Can I perform a short sequence using different body shapes and movements?</li> </ul>	<p><b><u>Focus:</u></b> Celebrating Difference</p> <p><b><u>Puzzle Piece 1- Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• TLC: Can I understand that sometimes people make assumptions about boys and girls (stereotypes)?</li> <li>• TLC: Can I understand some ways in which boys and girls are similar and feel good about this?</li> </ul> <p><b><u>Puzzle Piece 2- Boys and Girls</u></b></p> <ul style="list-style-type: none"> <li>• TLC: Can I start to understand that sometimes people make assumptions about boys and girls (stereotypes)? TLC: Can I understand some ways in which boys and girls are different and accept that this is ok?</li> </ul> <p><b><u>Puzzle Piece 3- Why does bullying happen?</u></b></p> <ul style="list-style-type: none"> <li>• TLC: Can I understand that bullying is sometimes about difference?</li> </ul>



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- TLC: Can I tell how someone who is being bullied feels?
  - TLC: Can I be kind to children who are bullied?
- Puzzle Piece 4 -Standing up for myself and others**
- TLC: Can I identify what is right and wrong and how to look after myself?
  - TLC: Can I identify when and how to stand up for myself?
  - TLC: Can I identify how to get help if I am being bullied?
- Puzzle Piece 5- Making a new friend**
- TLC: Can I identify some ways to make new friends?
  - TLC: Can I understand how it feels to be a friend and have a friend?
- Puzzle Piece 6- Celebrating differences and still being friends.**
- TLC: Can I identify some ways I am different from my friends?
  - TLC: Can I understand that differences make us all special and unique?

**Religious Education**

**Science including STEM**

**Focus: Life Journey:** How do people mark important events in life? (Islam)

**Living**

- TLC: Can I recap key Christian and Muslim beliefs about God, the world and human beings?
- TLC: Can I explain the term ummah and the Muslim beliefs associated with prayer?
- TLC: Can I describe the practices associated with Muslim prayer (salah)?
- TLC: Can I have knowledge of aqiqa and how Muslims welcome a new baby to the community?

**Focus:** Living Things and their Habitats

- TLC: Can I describe how animals obtain their food from plants and other animals using the idea of food chains?
- TLC: Can I describe how animals obtain their food from plants and other animals by identifying and naming different sources of food?
- TLC: Can I describe how different habitats allow for different plants and animals to depend on each other?
- TLC: Can I explore the differences between things that are living, dead and things that have never been alive?



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- TLC: Can I show knowledge of the different ways in which Christians celebrate a baby's baptism and how this relates to the stories in the Bible?
- TLC: Can I compare Muslim and Christian ways of welcoming a baby into the community?

TLC: Can I compare the differences between things that are living, dead and things that have never been alive?  
TLC: Can I identify that most living things live in habitats to which they are suited?

**Working Scientifically**

TLC: Can I ask simple questions?  
TLC: Can I observe closely?  
TLC: Can I use simple equipment?  
TLC: Can I identify?  
TLC: Can I use observations to suggest answers to questions?