



Year 2
Autumn Term Medium Term Plan



Key Dates/Events	Maths	
• No Limits Festival • National Poetry Day • UK Parliament Week • Guy Fawkes Night • Macmillan Coffee Morning • Black History Month • Remembrance Day • Anti Bullying Week • World Children's Day • Fairtrade Fortnight • Road safety Week • Pupil Voice Week • International Day of Democracy • Harvest festival • Christmas	<u>Focus Autumn 1:</u> <u>Place Value and Addition and Subtraction</u> Week 1 To count numbers to 20 To count numbers to 100 by grouping Week 2 To recognise 10s and 1s To use a place value chart Week 3 To write numbers in words To partition numbers (<i>including partitioning in different ways/ flexible partitioning to 100</i>) To write numbers in the expanded form Week 4 To use a number line To estimate numbers on a number line Week 5 To compare objects To compare numbers To order objects and numbers Week 6 To count in 2s, 5s, 10s and 3s Week 7 To recall number bonds To know recall fact families	<u>Focus Autumn 2:</u> <u>Addition, Subtraction and Geometry</u> Week 1 To add and subtract 1s To add three one digit numbers Week 2 To add to the next 10 To add across 10 To subtract across 10 To subtract from a 10 Week 3 To subtract a 1 digit number from a 2 digit number To calculate 10 more and 10 less To add and subtract 10s Week 4 To add two two digit numbers (<i>including to add two two digit numbers across 10</i>) Week 5 To recognise 2D and 3D shapes To count sides on a 2D shape To count vertices on a 2D shape To draw 2D shapes Week 6 To recognise lines of symmetry on a 2D shape To use lines of symmetry to complete a shape To sort 2D shapes Week 7 To count faces on a 3D shape To count edges on a 3D shape To count vertices on a 3D shape To sort 3D shapes To make patterns with 2D and 3D shapes Week 8



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		Consolidation
English (Spoken Language)	English (Reading)	English (Phonics and Spelling)
<u>Opportunities to develop spoken language across the curriculum:</u> • Specific subject vocabulary explicitly taught • Challenge, Build, Accept discussions and teacher questioning • Paired and group work	<u>Focus Autumn 1:</u> LO: To understand the meaning of words in context LO: To read and answer questions about a text LO: To identify and explain key aspects of texts (fiction and non fiction) LO: To identify and explain the sequence of events in texts. LO: To make inferences from text and pictures LO: To make predictions about what might happen next based on what has been read so far <u>Focus Autumn 2:</u> Revisit objectives with more challenging texts LO: To understand the meaning of words in context LO: To read and answer questions about a text LO: To identify and explain key aspects of texts (fiction and non fiction) LO: To identify and explain the sequence of events in texts. LO: To make inferences from text and pictures LO: To make predictions about what might happen next based on what has been read so far	<u>Phonics Autumn 1:</u> See Little Wandle Planning/Assessments <i>Planning and sequence from Spelling shed</i> <u>Spelling Autumn 1</u> Step 1: Words where 'dge' makes a /j/ sound Step 2: Words where 'ge' makes a /j/ sound Step 3: Words where 'g' makes a /j/ sound Step 4: Words where 'c' makes a /s/ sound before 'e' 'i' and 'y' Step 5: Words where 'kn' and 'gn' make a /n/ sound at the beginning of words Step 6: Challenge words <u>Spelling Autumn 2</u> Step 7: Words where 'wr' makes a /r/ sound at the beginning of words Step 8: Words ending in 'le' Step 9: Words ending in 'el' Step 10: Words ending in 'al' Step 11: Words ending in 'il' Step 12: Challenge words
English (Writing)		



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Handwriting Autumn 1

Unit 1: Practising joining to the top ai, ay, ey
Unit 2: Practising the join from the letter e ee, ea, ey
Unit 3: Practising joining from the letter i ie, ide, igh
Unit 4: Practising the horizontal join oa, ow, oe

Handwriting Autumn 2

Unit 5: Practising the size and height of letters oo, ue, ew
Unit 6: Practising joining from the letter o oi, ou, oy
Unit 7: Practising capital letters whole alphabet
Unit 8: Practising joining to the letter a ea, ear, ead
Unit 9: Practising joining to the letter r er, ir, ur
Unit 10: Practising the horizontal join ou, out, ow

Grammar and Composition Autumn 1

Focus: The Owl Who was Afraid of the Dark

L1 LO: To write an adventure narrative
Preposition and adjective, contraction, statement
L2 LO: To write an adventure narrative
adverb/suffix, dialogue, verb
L3 LO: To write an adventure narrative
Personification, verb, onomatopoeia
L4 LO: To write an adventure narrative
Adverbial phrase, question, compound sentence
L5 LO: To write an adventure narrative
List sentence, precise verb, conjunction
L6 LO: To write an adventure narrative
adverb/suffix, simile, question/commas
L7 LO: To write an adventure narrative
Power of three, imagining, adverb & preposition
L8 LO: To write an adventure narrative
Dialogue, action

Grammar (classroom secrets)

LO: To use capital letters for proper nouns
LO: To use fullstops
LO: To use capital letters
LO: To use exclamation marks
LO: To use question marks
LO: To write sentences
LO; To join words clauses using and
LO: To use commas in a list
LO: To use expanded noun phrases

Grammar and Composition Autumn 2

Focus: Pirates

L1: To write a non chronological report
Alliteration, precise verbs, adjectives
L2 LO: To write an adventure narrative
Synonyms, simile, adjectives/comma
L3 LO: To write an adventure narrative
Precise verbs, precise verbs, conjunctions
L4 LO: To write an adventure narrative
Adjectives, repetition, onomatopoeia
L5 LO: To write an adventure narrative
Conjunction, subordination, question
L6 LO: To write an adventure narrative
Command, command, exclamation
L7 LO: To write an adventure narrative
fact/question
Grammar (Classroom secrets)
LO: To use coordinating conjunctions or, and but
LO: To use subordinating conjunctions when, if, that,
because
LO: To understand and use a question mark
LO: To write command sentences

Art

Computing

Design and Technology



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Focus Autumn 1

Drawing - tell a story

LO: To explore drawing techniques using a range of materials.

LO: To explore and describe texture through touch and rubbings.

LO: To develop tonal shading skills using control and pressure.

LO: To develop an initial sketch for an observational drawing.

LO: To use tone and texture to create an observational drawing.

Autumn 1 - Online Safety

L.O. To decide which information is safe to share online.

L.O. To practise keeping information safe and private online.

L.O. To recognise when to deny permission online.

L.O. To recognise that not everything online is true.

Autumn 2 - Computing Systems and Networks

Improving mouse skills

L.O. To recognise the parts of a computer

L.O. To recognise technology

L.O. To understand the role of computers.

Safe Use

Health, well-being and lifestyle

L.O. To recognise how to use information technology responsibly.

L.O. To recognise some of the choices that are made when using information technology.

L.O. To know how guidance and rules help me and know where to go to for help is concerned.

Focus Autumn 1

Mechanisms: Moving Monster

To look at objects and understand how they move

To explore different design options

To make a moving monster

Focus Autumn 2

Mechanisms: Fairground Wheel

To explore wheel mechanisms and design a Ferris wheel

To select appropriate materials

To build and test a moving wheel

To make and evaluate a structure with a rotating wheel

French (Languages)

Geography

History

Focus Autumn 1

Focus Autumn 2

Focus Autumn - Would you prefer to live in a hot or cold place?

LO: To name and locate the seven continents.

LO: To locate the North and South Poles.

LO: To locate the Equator on a world map.

Focus Autumn 1

Key Question: How was school different in the past?

To find out how schools have changed over time.

To investigate what school was like in the past.

To investigate what schools were like in the 1900s.



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	LO: To compare the UK and Kenya. LO: To investigate local weather conditions. LO: To identify key features of hot and cold places. <u>Better Planet Schools (L1)</u> Why do we need electricity?	To compare a modern classroom with a classroom 100 years ago. To compare three periods of time. To express a personal response to history. <u>Black History</u> <u>Mary Seacole</u> To understand the difficulties Mary Seacole faced. <u>Focus Autumn 2</u> <u>Guy Fawkes</u> To recognise why Guy Fawkes is remembered each year on Bonfire Night <u>Remembrance</u> To understand why we commemorate Remembrance Day annually
<u>Music</u>	<u>Physical Education</u>	<u>Personal, Social and Health Education (Jigsaw)</u>
<u>Focus Autumn 1</u> <u>Call and response</u> To create short sounds with varied dynamics that represent an animal. To copy a short sound pattern. To explore call and response using instruments. To create sound patterns based on call and response. To perform different sound patterns with contrasting dynamics. <u>Focus Autumn 2</u> <u>Instruments</u>	<u>Focus Autumn 1</u> To remember, repeat and link actions to tell the story of my dance. To develop an understanding of dynamics and how they can show an idea. Use counts of 8 to help you stay in time with the music. To copy, remember and repeat actions using facial expressions to show different characters. To remember and rehearse our circus dance showing expression and character. <u>Fundamentals</u>	<u>Focus Autumn 1 - Being Me in My World</u> Knowledge: To identify hopes and fears for the year ahead To understand the rights and responsibilities of class members To know that it is important to listen to other people To understand that their own views are valuable To know about rewards and consequences and that these stem from choices To know that positive choices impact positively on self-learning and the learning of others Social and Emotional Skills:



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To explore listening and analysing a piece of music in relation to a story.
To explore how music and sound effects can tell a story.
To select appropriate sounds to match events, characters and feelings in a story.
To suggest appropriate sounds to represent parts of a story.
To perform a composition showing changes in tempo and dynamics.

To explore how the body moves when running at different speeds.
To develop changing direction and dodging.
To develop balance, stability and landing safely.
To explore and develop jumping, hopping and skipping actions.
To develop co-ordination and combining jumps.
To develop combination jumping and skipping in an individual rope.

Focus Autumn 2

To perform gymnastic shapes and link them together.
To perform gymnastics shapes with control and link them together.
To use shapes to create balances.
To use shapes to create balances.
To link travelling actions and balances using apparatus.
To develop travelling actions and balances using apparatus.

Yoga

To copy and repeat yoga poses.
To develop an awareness of strength when completing yoga poses.
To develop an awareness of flexibility when completing yoga poses.
To copy and remember actions linking them into a flow.
To create a flow, perform and teach it to a partner.
To explore poses and create a yoga flow.

To recognise own feelings and know when and where to get help
To know how to make their class a safe and fair place
To show good listening skills
To recognise the feeling of being worried
To be able to work cooperatively

Focus Autumn 2 - Celebrating Difference

Knowledge:

To know there are stereotypes about boys and girls
To know that it is OK not to conform to gender stereotypes
To know it is good to be yourself
To know that sometimes people get bullied because of difference
To know the difference between right and wrong and the role that choice has to play in this
To know that friends can be different and still be friends
To know where to get help if being bullied
To know the difference between a one-off incident and bullying

Social and Emotional Skills:

To understand that boys and girls can be similar in lots of ways and that is OK
To understand that boys and girls can be different in lots of ways and that is OK
To explain how being bullied can make someone feel
To choose to be kind to someone who is being bullied
To know how to stand up for themselves when they need to
To recognise that they shouldn't judge people because they are different
To understand that everyone's differences make them special and unique



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Religious Education	Science	Personal Development Curriculum Opportunities
Focus Autumn 1 <u>Islam (Believing) How does faith and belief affect the way people live their lives?</u> To explain how the five pillars help Muslims bring about harmony To explore the first pillar - Shahada To explore how Prophets may guide Muslims on the straight path To explain how Zakat brings harmony to the world Focus Autumn 2 <u>Islam (Living) How do people mark important events in life?</u> To explore the practices of Muslim prayer (salah) and the term ummah To understand how Muslims welcome a new baby to the community To explore different ways in which Christians celebrate a baby's baptism To compare Muslim and Christian ways of welcoming a baby into the community	Focus Autumn 1 <u>Living Things and Their Habitats</u> To identify different habitats To identify and name a variety of plants and animals in their habitats To describe how different habitats provide animals with what they need To classify and suggest why plants and animals are in their most suitable habitat Focus Autumn 2 <u>Living Things and Their Habitats</u> To identify and classify living things, non-living things and things that have been alive To create a simple food chain To investigate owl pellets and create a simple food chain	• Weekly PSHE assemblies: friendships, celebrating diversity • Weekly British Value assemblies - Picture News • 11 before 11 • Project evolve - online safety