
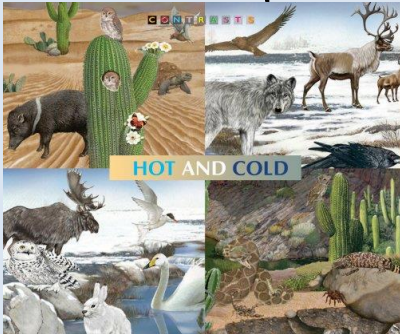




English	MEDIUM TERM PLAN Autumn YEAR 2	Maths
<p><b>Writing</b> Write their own narrative based on own written plans Narrative: Frog and the Stranger By Max Velthuijs Write their own narrative based on own written plans Instructions unit: How to Make Friends with a Ghost: By Rebecca Green Writing to inform: instructional writing Sentence Structure writing skills x1 weeks</p> <p><b>Reading</b> <b>Fiction:</b> - The Three Little Wolves and the Big Bad Pig by Eugene Trivizas - The Twits by Roald Dahl - The Giraffe and the Pelly and me by Roald Dahl - Grandad Mandela by the Mandela family - Dogs don't do ballet by Anna Kemp <b>Non – fiction:</b> - World War One Facts - information text - The Armistice - information text - Poppies - information text <b>Poetry:</b> - Great Grandad – poem - Roar</p>	<p style="text-align: center;"><b>RE</b></p> <p style="text-align: center;"><b>CREATION AND COVENANT:</b></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).</li> <li>Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.</li> <li>Understand the term 'stewardship' and what it means for caring for God's world.</li> <li>Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.</li> <li>Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament</li> </ul> <p style="text-align: center;"><b>PROPHECY AND PROMISE:</b></p> <p><b>Children will be able to:</b></p> <ul style="list-style-type: none"> <li>Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.</li> <li>Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and</li> <li>that Isaiah and John the Baptist are prophets.</li> <li>Identify Zechariah's special message about John's future (Lk 1:76).</li> <li>Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he</li> <li>was born.</li> <li>Recognise that the Church teaches that Mary is the mother of God who prays for them and</li> <li>with them.</li> <li>Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of</li> <li>Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas.</li> </ul>	<ul style="list-style-type: none"> <li>Fluency to twenty</li> <li>Place value</li> <li>Place value and regrouping</li> <li>Counting and on and back in ones and tens</li> <li>Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures</li> <li>Estimation and magnitude</li> <li>Finding complements of 10 and 100 including measure</li> <li>Numbers to 20 mental addition and subtraction</li> <li>Fining part or whole Unknown</li> <li>Money – Making combinations and finding change</li> <li>Comparison (difference, more, less, fewer)</li> <li>Measure – Estimation and Measure using different scales</li> </ul>
<p style="text-align: center;"><b>Class book:</b> The Twits by Roald Dahl</p> <p style="text-align: center;"><b>Phonics:</b> Recapping phases 3 and 5 phonics from Reception and year 1 for the Autumn 1 term as well as learning new common exception words.. During Autumn 2 term we will be focusing on Common Exception Words (CEW)</p>	<p style="text-align: center;"><b>History: Schools from the past</b> <b>Geography: Hot and Cold places</b></p>	<p style="text-align: center;"><b>Music</b></p>
<p style="text-align: center;"><b>Uses of everyday materials:</b></p> <ul style="list-style-type: none"> <li>To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</li> </ul> <p style="text-align: center;"><b>Animals including Humans:</b> <i>Pupils should be taught to:</i> otice that animals, including humans, have offspring which grow into adults</p>	<p style="text-align: center;"><b>HISTORY:</b> <b>Schools from the past</b></p> 	<ul style="list-style-type: none"> <li>Sing and use sol-fa with greater confidence.</li> <li>Improve awareness of pulse and other musical elements. Use musical vocabulary more confidently.</li> <li>Recognise sudden and gradual changes in tempo/dynamics.</li> <li>Begin to make a connection between pitch and musical symbols ("spot notation".)</li> <li>Respond creatively to a short sequence of symbols using voices or percussion instruments.</li> <li>Perform from and compose "spot grids".</li> </ul>

<p>nd out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>Understanding that although schools have been in the local area for a long time, they have not always been the same;</p> <ul style="list-style-type: none"> <li>identifying historical similarities and differences;</li> <li>using a range of sources to recognise continuity between children’s lives past and present.</li> </ul>	<ul style="list-style-type: none"> <li>Play the “rain game:” use dynamics, tempo and texture for drizzle, heavy rain etc.</li> <li>Improvise sound effects for different types of weather.</li> <li>Begin learning about traditional musical symbols for notations: crotchets, quavers and minims. Learn and repeat short rhythmic patterns.</li> <li>Begin exploring music by the “Great” composers and many others in addition.</li> </ul>
<p style="text-align: center;"><b>Computing</b></p> <p style="text-align: center;"><b>Unit 2.1 Coding-</b></p> <p>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p style="text-align: center;"><b>Unit 2.2 Online Safety –</b></p> <p>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p>	<p style="text-align: center;"><b>GEOGRAPHY:</b></p> <p style="text-align: center;"><b>Hot and Cold places</b></p> 	<p style="text-align: center;"><b>PSHE - Jigsaw</b></p> <p style="text-align: center;"><b>Being me in my world:</b></p> <p>Welcoming each other into Year 2. Understanding the rights and responsibilities for being a member of Year 2 and creating our Learning Charter.</p> <p style="text-align: center;"><b>Celebrating differences:</b></p> <p>Identify some ways in which my friend is different from me To explain why I value this difference</p>
<p style="text-align: center;"><b>Creative</b></p> <p style="text-align: center;"><b>Art and Design:</b></p> <p>Using storybook illustration as a stimulus, children develop their mark-making to explore a wider range of tools and experiment with creating texture to add detail to drawings.</p> <p style="text-align: center;"><b>Design and Technology:</b></p> <p>We will be creating our own pouches We will learn how to sew a running stitch ready to design, make and decorate a pouch using a template</p>	<ul style="list-style-type: none"> <li>Name and locate the seven continents on a world map.</li> <li>Locate the North and the South Poles on a world map.</li> <li>Locate the Equator on a world map.</li> <li>Describe some similarities and differences between the UK and Kenya.</li> <li>Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.</li> <li>Recognise the features of hot and cold places.</li> <li>Locate some countries with hot or cold climates on a world map.</li> </ul>	<p style="text-align: center;"><b>PE</b></p> <p style="text-align: center;"><b>Fundamentals:</b></p> <ul style="list-style-type: none"> <li>Running: demonstrate balance when changing direction. Clearly show different speeds when running.</li> <li>Balancing: demonstrate balance when performing movements.</li> <li>Jumping: demonstrate jumping for distance, height and in different directions.</li> <li>Hopping: demonstrate hopping for distance, height and in different directions,</li> <li>Skipping: explore single and double bounce when jumping in a rope.</li> </ul> <p style="text-align: center;"><b>Ball skills:</b></p> <ul style="list-style-type: none"> <li>Sending: roll, throw and kick a ball to hit a target.</li> <li>Catching: develop catching a range of objects with two hands. Catch with and without a bounce.</li> <li>Tracking: consistently track and collect a ball being sent directly.</li> <li>Dribbling: explore dribbling with hands and feet with increasing control on the move.</li> </ul> <p style="text-align: center;"><b>Dance:</b></p> <ul style="list-style-type: none"> <li>Actions: accurately remember, repeat and link actions to express an idea.</li> <li>Dynamics: develop an understanding of dynamics.</li> <li>Space: develop the use of pathways and travelling actions to include levels.</li> <li>Relationships: explore working with a partner using unison, matching and mirroring.</li> <li>Performance: develop the use of facial expressions in my performance.</li> </ul> <p style="text-align: center;"><b>Yoga:</b></p> <ul style="list-style-type: none"> <li>Balance: remember, copy and repeat sequences of linked poses.</li> <li>Flexibility: show increased awareness of extension in poses.</li> <li>Strength: demonstrate increased control in performing poses.</li> <li>Mindfulness: explore controlling my focus and sense of calm.</li> </ul>

Please note the information above is subject to change as our learning and year develops and grows.