

Year 2 / Autumn 1 Medium Term Plan

	Week 1 01/09/20	Week 2 07/09/20	Week 3 14/09/20	Week 4 21/09/20	Week 5 28/09/20	Week 6 05/10/20	Week 7 12/10/20
Themed Week	WE CARE						
Events	WE CARE Charter	Y2 Phonics Assessment	16th -Year 2 Meet the teacher	25th Sept: Classroom Displays and class charter deadline 21st Sept: Harvest Assembly 25th - Macmillan Coffee morning 8am-9am	CC-Learning/Homework	5th Oct: Harvest Visitors Assembly 2 Thursday 8th: Y2 Phonic Strategies Parent Workshop	
Phonics	Phonics Assessment and revision Practise responding speedily with correct sounds for all 40 plus phonemes. Daily phonics/reading/dictation continued throughout Autumn		Recap Phase 5 diagraphs Read and look at the spellings of some common exception words (year 2 spellings)	Recap Phase 5 diagraphs Read accurately by blending sounds in unfamiliar words Look at suffix -s and es	Recap Phase 5 diagraphs Read accurately by blending sounds in unfamiliar words Look at suffix -ing, -ed	Recap Phase 5 diagraphs Read accurately by blending sounds in unfamiliar words Look at suffix -er and est	Recap Phase 5 diagraphs Read words with contractions and understand apostrophe represents omitted letter
Reading	Reading Assessments		Reading Fluency Skills- Speed reading cards + comprehension Children to work on prediction of what might happen based on what they have read	Reading Fluency Skills- Speed reading cards + comprehension Check the text makes sense using context and illustrations. Develop self correcting strategies	Reading Fluency Skills- Speed reading cards + comprehension Children to identify and explain sequence of events	Reading Fluency Skills- Speed reading cards + comprehension Children to discuss word meanings to words already known	Reading Fluency Skills- Speed reading cards + comprehension Children to explain clearly their understanding of what is read to them
Writing	Writing, Punctuation, Grammar and Spelling Assessments		Fiction: Sister for Sale by Adrian Bradbury		Non- Fiction: Life cycles	Poetry: Under the Sea	
			Explore the theme of family relationships and independence. Look at characters feelings can change throughout a story. Write an advert for own sibling/ family member	Explore the theme of family relationships and independence. Look at characters feelings can change throughout a story. Create a story about friendship which is set in a school.	Children explore how families in the animal world are different to the human world. Write an explanation about a frog's life cycle. Personal/Class log	Read a variety of poems and explore poetic techniques. Imagine a new sea creature and create a shape using kennings to represent it.	Read a variety of poems and explore poetic techniques. Imagine a new sea creature and create a shape using kennings to represent it.
Spoken Language			SL: Expose children to high level vocabulary (Word power) SL: Prompt children for a range of connectives to expand and justify their point		SL: Prompt Children to ask relevant questions to clarify meaning	SL: Opportunities to perform poetry	
Grammar & Punctuation			Recap: Consolidate understanding of simple sentences and explore use of I and me in sentences Capital letters Full stops Question mark	Conjunctions to join sentences FANBOYS	Identify a noun, verb and adjective and to improve precision when using them	Commas in a list and exclamation mark.	Use apostrophes for contraction to mark where letters are missing in spelling
Spelling & H-writing	Core Word Assessment	Or sound spelt 'a' before l and ll Special Focus - High frequency words Teach core words from plan	Soft c Special Focus -Teach 5 High frequency words Teach core words from plan	Adding suffix - x Special Focus - Teach 5 High frequency words Teach core words from plan	Adding suffix - y Special Focus - Homophones Teach core words from plan	Adding suffix - ly Practice Book 2A Practice Test 1 Teach core words from plan	The 'n' sound spelt 'kn' and 'gn' Special Focus - common silent letters Teach core words from plan

	Place Value		Addition and Subtraction			
	Basic Facts and Strategies	Word Problems	Basic Facts	Mental Strategies	Word Problems	Checking, revision and fluency
Maths	<ul style="list-style-type: none"> Read and write numbers to 100 and beyond, beginning to recognise hundreds, tens and ones in 3 digit numbers. Become secure in the recognised place value of two digit numbers. Identify, represent and estimate numbers using different representations including the number line. Compare and order numbers from 0 up to 100; use <, > and = signs. Address any gaps in learning in relation to place value after the break. Become confident in using and explaining the meaning of key language: hundreds, tens, ones, place value chart, number line, 100 square. 	<ul style="list-style-type: none"> Represent numbers to 100 Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward. Use place value and number facts to solve problems. 	<ul style="list-style-type: none"> 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, pictorial representations, 	<ul style="list-style-type: none"> Add and subtract using mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers. Show and explain how the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 	Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.	<ul style="list-style-type: none"> Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. Explain how the inverse can be used to check calculations. Calculate addition and subtraction calculations with growing fluency and speed.
Number Fluency	Number bonds to 10.	Make links between bonds to 10 and bonds to 100.	Explore bonds to 100 with manipulatives.	Learn all bonds to 100.	Add and subtract 1 with fluency and speed.	Focus:add and subtract 10 with fluency and speed.
History						
Geography	UK Geography					
	Geographical Skills		Location Knowledge		Geographical Skills	
	To use the contents pages of a variety of atlases to locate the UK. To recap UK nations and capital cities.		To identify the flags of the UK and famous landmarks.		Use a world map to label the continents and oceans.	
			Compare two continents (Hot and Cold) and produce a fact file on each. Include animals, weather, location.		Continue factfile Formative assessment - Geography quiz.	
Art & Design	Relief Collage - Linked to Great Fire of London					
	To use graphite sticks to create texture blocks.		To start to make a collage using corrugated card and tissue paper		To add vegetation and other textures to our Great Fire of London collage.	
	To paint our collage and add a scumbling /dry brush effect		Add more collage to artwork creating flames and smoke.			
	Explain that artwork will be based on the Great Fire of London that our artwork will be based on - Anselm Kiefer. Work with graphite sticks to create texture blocks		Practice cutting skills - How to hold the scissors. Cutting strips of corrugated card to different sizes of squares. Model making towers of different sizes. Remind the children of perspective - something that is closer to you will appear bigger than something that is further away		Children paint the background first with a dark blue moody colour and then they paint the buildings in front followed by followed by a scumbling effect across the whole picture. About the insides of the windows black.	
	Children and tissue paper and more paint creating a fire effect concentrating on windows and doors. Check the whole picture for neatness and scumbling effect.		Children to critique their work.			
STEM						
Music	Unit: Ourselves			Unit: Toys		
	Musical focus: Exploring sounds			Musical focus: Beat		
	Creating and responding to vocal sounds and body percussion	Developing the use of vocal sounds to express feelings	Understanding how mood can be expressed using the voice	Keeping a steady beat at different speeds (tempi)	Developing a sense of steady beat through chant, actions and instruments	Performing a steady beat Changing tempo Responding to images
						

Article 29			Exploring expression in a conversation without words Notating pitch shape and duration using simple line graphics	Understanding the structure of call and response songs Developing an expressive song performance with voices and instruments	Marking beats within a four-beat metre	Marking beats within a four-beat metre	
PSHE  Unicef RRS Article 14		Being Me in My World					
		Hopes and fears for the year	Rights and responsibilities	Rewards and Consequences	Rewards and consequences	Our Learning Charter	Owning Our Learning Charter
RE 		I can identify some of my hopes and fears for this year I recognise when I feel worried and know who to ask for help	I understand the rights and responsibilities for being a member of my class I recognise when I feel worried and know who to ask for help	I understand the rights and responsibilities for being a member of my class I can help to make my class a safe and fair place	I can listen to other people and contribute my own ideas about rewards and consequences I can help make my class a safe and fair place to be	I understand how following the Learning Charter will help me and others learn I can work cooperatively	I can recognise the choices I make and understand the consequences
		Morals in stories? Reflecting on experience.	Who is Jesus and why is he special?	What story did Jesus tell?	Why did Jesus tell stories?	Children to confidently explain how stories can change people.	Children explain how stories can change people. Relate to your own experiences.
Computing		Computer Basics: What is a computer?					
		Getting Started / Assessment	Computer Parts	Inputs	Technology Safari	Invention	Real World Role Play (needs adapting)
Science		Living Things and Their Habitats					
		Scientific enquiry: classification Find things that are living, dead, have never been alive	Identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants	Identify and name plants and animals in their microhabitats	Identify that most living things live in habitats to which they are suited and describe how different habitats provide different basic needs	Explain how living things in a habitat depend on each other.	Describe how animals obtain their food using simple food chains
PE	Fitness test (beep test)	Outdoor: Football					
		Ball control	Dribbling skills (small touches, inside foot dribbling)	Touch turns. Ways to turn when in control of the ball	Shooting drills. Inside foot shot (control) Lace shot (power)	Small sided games. Understand the rules of a 7 a side game and positioning.	
PE	Fitness test (beep test)	Indoor: Gymnastics					
		To explore different styles of body shape.	To explore balances, using different numbers of body parts to balance on.	To explore balances, using different numbers of body parts to balance on and create a short sequence.	To find ways of traveling on low, medium and high levels. To create short sequences that include shapes, balance and travel.	To explore combinations of floor mats and apparatus to find different ways of using shapes and balances on different levels.	

