

Year 2 / Autumn 2 Medium Term Plan

	Week 1 04/11/20	Week 2 09/11/20	Week 3 16/11/20	Week 4 23/11/20	Week 5 30/11/20	Week 6 07/12/2	Week 7 14/12/20
Themed Weeks					World Art Week		
Events		11th Nov: 1 minute Silence for Remembrance	Rec, Y1 and Y2 Assessment Week 1 16th Nov: Friendship Day	Rec, Y1 and Y2 Assessment Week 2	4th Dec: Neena's Office Display (From Art Week) 4th Dec: Entrance Hall Deadline (From Art Week)	9th Dec: EY Parents' Assembly 10th Dec: KS1 Parents' Assembly	16th Dec: Xmas Jumper Day + Xmas Dinner Fri 18th Dec: Report Cards
Reading	The Bee Who Spoke/ Writing stimulus						
	Daily reading cards with comprehension focus						
	Look at themes of honesty .Explore how characters, thoughts and feelings are revealed by their actions.	Look at themes of friendship. Explore how characters, thoughts and feelings are revealed by their actions.	Children examine persuasive texts in a variety of forms. Identify techniques such as layout and language. Look at differences between formal and informal language.	Reading and Phonics Assessment	Explore traditional tales by looking at plot settings and characters. Use images to make inferences	Explore traditional tales by looking at plot settings and characters. Identify and explain the sequence of events in text	Children learn why different forms of instructions are useful for different purposes. They will recognise how adverbs of time and manner are used to make instructions clear.
Writing	Traditional tales Billy Monster's nightmare Beauty and the Beast			Non-fiction writing non-chronological text - oceans and shipwrecks		Playscripts Oh, Gnome	
	Read and evaluate stories: Beginning, middle and end. Important moments How characters change Features of traditional tales Adjectives to describe	Plan and write a new traditional tale - scaffolded and with lots of planning support and teacher modelling.	Writing assessment: Plan and write a new traditional tale	Features of a non-chronological report Organise information to support writing a non-chronological report.	Planning and writing a non-chronological report. Includes interesting features, information and facts.	Features of playscripts Connect with central themes Explore characters' thoughts and feelings Impact of sound effects in a play script	Planning and writing a new scenes for a playscript Including features and interesting dialogue.
Grammar & Punctuation	Adjectives, nouns Word power vocabulary throughout autumn	Adjectives, nouns and noun phrases	Adjectives, nouns and noun phrases Conjunctions to join sentences	Question marks, exclamation marks and full stops.	Exclamation and commands.	POssessive apostrophe	Conjunctions and adverbs,
Spelling & H-writing	The 'igh' sound spelt 'y' Special Focus - Homophones Teach core words from plan	Adding suffix - ing Special Focus - Homophones Teach core words from plan	Adding suffix - ing Special Focus - Core Words Teach core words from plan	Core Words Assessment	The 'j' sound Special Focus - Contractions and apostrophes Practice Book 2A Practice Test 2A Teach core words from plan	The 'o' sound spelt 'a' after 'w' and 'qu' Special Focus - Contractions and apostrophes Teach core words from plan	Adding suffix - ed-swapping y or i and dropping e to ad ed Special Focus - Contractions and apostrophes Teach core words from plan
	Addition and Subtraction	Money	Autumn Assessments	Money	Shape- Properties of 2D and 3D Shapes	Properties of Shape	Shape/ Number Fluency

Maths	Double single digit numbers, double two digit numbers by partitioning and recombining. -Identify odd and even numbers, -Investigate statement: does odd and odd always make an odd number? Present and prove answers. Number fluency focus: add and subtract 10	Recognise and know the value of different denominations of coins and notes. Sort coins into amounts and discuss which are bigger and smaller amounts. -Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Number fluency focus: add and subtract 3	Revise place value, number fluency addition and subtraction, number lines and 100 squares.	Find different combinations of coins that equal the same amounts of money. -Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Number fluency focus: doubles and near doubles.	Revise shape names vocabulary- 2D and 3D. -Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. -Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Number fluency focus: add and subtract 10	Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.] -Compare and sort common 2-D and 3-D shapes and everyday objects. Number fluency focus: making links between adding and subtracting 20 and adding and subtracting 9.	Compare and sort common 2-D and 3-D shapes and everyday objects. -Identify these in the environment and create symmetrical shapes and pictures. Number fluency focus: revise and ensure all children are secure in areas covered in Autumn: bonds to 10, bonds to 100, add and subtract 1, add and subtract 2, add and subtract 10, add and subtract 3, doubles and near doubles.
	The Great Fire of London/ The Tudors						
History	London past and present	Life in the 17th Century	The events of the Great fire	How do we know about the Great fire?	What happened after the Great Fire?	What have we learnt about the Great Fire?	Tudor House Building
	-To develop an awareness of the past in the context of comparing present-day London to the London that existed before 1666.	-To identify differences and similarities between ways of life in different periods in the context of comparing present day living to how people of London lived during 1666.	-To know and understand key features of an event beyond living memory that are nationally significant in the context of finding out about the Great Fire of London and how it started.	To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire	-To understand key features of events, choosing and using parts of stories and asking and answering questions through discussing and thinking of the ways in which London was changed and rebuilt after the Great Fire.	To understand key features of events, choosing and using parts of stories and asking and answering questions through creating a newspaper report, describing the main events of the Great Fire.	Children build their own Tudor house out of junk modelling. Children to include details like the beams
Geography							
Art & Design							
STEM Mechanisms making a moving monster Food: A balanced diet	Mechanisms: Moving Monster			Cooking: A balanced Diet		Christmas Production	
	Pivots, Levers and Linkages	Designing my Monster and making Linkages	Making and evaluating moving monster	Hidden sugars	Design, making and evaluating (wraps)		
	Understanding and identifying mechanisms in everyday objects. Devising a whole-class Design Criteria	Learning that linkages use levers and pivots to create motion. Drawing two moving monster designs that satisfy the Design Criteria and include the linkages	Creating a moving monster, making linkages by connecting levers and pivots. evaluating functionality of monster	Knowing where to find the nutritional information on a drinks container. Taste testing food combinations.	Making a healthy wrap, preparing the food safely and reviewing the final design		
Music  Unicef RRS Article 29	Unit: Our land			Unit: Our bodies			
	Musical focus: Exploring sounds			Musical focus: beat			
	Exploring timbre and texture to understand how sounds can be descriptive Matching sounds to images Creating and performing descriptive	Listening to and identifying contrasting sections of descriptive music Matching descriptive sounds to images Identifying ways of producing sounds	Listening to, and evaluating composition Rehearsing and refining to develop a performance	Recognising and responding to steady beat Recognising and responding to a rhythm ostinato pattern Recognising and playing rhythmic patterns	Recognising and responding to steady beat at different tempi Playing steady beats at different tempi on body percussion and instruments	Recognising and responding to different steady beats Performing rhythmic movement patterns to a steady beat Performing rhythmic patterns on percussion	

	instrumental music inspired by British myths and legends				Singing in two parts and combining steady beats		
PSHE	Healthy Me						
	I know what I need to keep my body healthy.	I know what I need to keep my body healthy.	I can show you and tell you what relaxed means and I know some things that make me relaxed and some things that make me feel stressed.	I understand how medicines work in my body and how important it is to use them safely.	I can sort foods into the correct food groups and know which foods my body needs every day to keep me healthy.	I can decide which foods to eat to give my body energy.	I can make some healthy snacks and explain why they are good for my body.
RE  Unicef RRS Article 14	Celebrations						
	What does it mean to celebrate?	Why do some people celebrate Kwanzaa?	What can we learn from the Kwanzaa story?	What can we learn from the Kwanzaa story? Role Play	What do other people think about important values?	How can I express what values are important to me?	Christmas show Nativity
Computing	Programming:Scratch Jr						
	Using Scratch Jr	Creating an Animation	Making a Musical Instrument	Programming a Joke	Three Little Pigs Algorithm	Assessment/ Project Completion	
	Children tinker with Scratch Jr independently, children build a program by dragging 'blocks; then running their code, learning that each block has a different attribute, predicting, explore and explaining throughout.	Children use the blue 'movement' blocks as a class to realistically mimic the movement of a fly, learning that giving the computer two instructions makes for a more natural movement, before moving on to programming their own animals.	Children use the green 'sound' blocks to create a musical instrument, selecting the microphone option to record sounds and design their instrument outline and the buttons to make it play.	Following an algorithm children programme their own joke by designing a background, adding one or two relevant characters and using the green sound blocks to record their voice.	Children put into practise all they have learned using a mixture of blocks to programme the story of the three little pigs.	Children to complete any outstanding work and take part in assessments.	
Science	Plants						
	Observing plants	Seeds and bulbs	Life cycles	What do plants need?	Plants we eat	How do different plants grow?	Assessment
	Using simple equipment observe and record observations of a variety of plants in the local area	Describe how seeds and bulbs grow into mature plants. Plants seeds and bulbs to observe throughout the year	Taking a closer look at the life cycle of plants Learning about ways we can tell that plants are living things	Carry out investigation to discover what plants need to survive and grow well	Continuing investigation from previous session. Drawing conclusions about good conditions for plant growth	Drawing bar charts from investigation Interpreting data for different plant growth	Post unit assessment Pre unit assessment
PE	Indoor: Gymnastics - Coordination						
	Lesson Plans	Balancing on different parts of the body.	Apparatus	Towards and Away	Slide, push, pull	Rock and Roll	Christmas Show Nativity
	Outdoor: Rugby						
	Rules of tag rugby	Throwing and catching the rugby ball (passing techniques)	Scoring a try	Patterns of play (how to still move forward while throwing the ball backwards)	Tackling (how to stop someone from moving forward)	1 v 1 and 2 v 2 games.	Small sided games 5 v 5