



# Medium Term Planning, Autumn 1, Year 2, 2017

Subject/Date	Week 1	Week 2 Roald Dahl Day	Week 3 Ask for photo of children as a toddler.	Week 4 Visit Restormel Castle	Week 5	Week 6	Week 7 19 <sup>th</sup> October Harvest Breakfast (TBC) 20 <sup>th</sup> October INSET
<b>English</b>	<p><b>Recount</b> Holiday writing-assess set targets re interim assessment.</p> <p><b>Poetry</b> Explore different poems – look at their different features. Children to create their toolkits – what is a poem?</p> <p>Focus on performance – watch poems performed by Michael Rosen. Children to choose a poem and perform it as a group.</p> <p>Identify adjectives in poem and use scaffold On the way to the Zoo, to create own poem.</p>	<p><b>Poetry</b> Rhyming Poetry Think of words that rhyme with objects found in a castle.</p> <p>Write a poem that rhymes.</p> <p>Explore poems with definite patters. Write own poem with a pattern. - On the way to the castle.</p>	<p><b>Poetry</b> Rhyming Poetry Think of words that rhyme with objects found in a castle.</p> <p>Write a poem that rhymes.</p> <p>Explore poems with definite patters. Write own poem with a pattern. – Night Time</p>	<p><b>Instructions / Traditional Tales</b> How to look after a pet dragon</p> <p>Features of instruction Follow instructions</p>	<p><b>Instructions / Traditional Tales</b> How to look after a pet dragon</p> <p>Little Red Riding Hood – read / learn LRRH – story telling approach</p>	<p><b>Traditional Tales</b> Wanted Poster – characters and settings</p>	<p><b>Traditional Tales</b> How to look after a pet wolf – unaided writing</p>
<b>Handwriting</b>	Handwriting – practice – curly caterpillars – focus on ascenders and descenders	Handwriting – practice – one armed robot – focus on ascenders and descenders	Handwriting – practice – long ladders – focus on ascenders and descenders	Handwriting – introduce handwriting books, practice zig zag monsters	Focus on ascenders and descenders – across all families	Handwriting – introducing break letters	Handwriting – practising diagonal join to in words
<b>SPaG</b>	<p><b>door</b>, floor, poor, because</p> <p>dge / ge</p> <p>-y at the end of words</p> <p>Phase 5 GPCs including polysyllabic words. Homophones (sea/sea and be/bee)</p> <p>Assess spelling of year 1 words</p>	<p><b>who</b>, whole, <b>any</b>, many</p> <p>S spelt c</p> <p>Recap adding suffix ing and ed to root word.</p> <p>Phase 5 GPCs Homophones (blue/blew)</p>	<p><b>sure</b>, after, fast, last, <b>past</b></p> <p>-le, -el, -al, il</p> <p>Introduce rules – played, hiked, hopped, cried.</p> <p>Phase 5 GPCs and relevant homophones.</p>	<p><b>plant</b>, path, bath, hour</p> <p>Focus on the -e at the end of the root word is dropped before ed, ing, er, est,</p> <p>Phase 5 GPCs including polysyllabic words</p>	<p>eye, could, should, <b>would</b></p> <p>Focus on the -y at the end of the root, which word is changed to a I before ed, er, est, but not before ing.</p> <p>Phase 5 GPCs and relevant homophones.</p>	<p>find, <b>mind</b>, behind, kind, child, wild</p> <p>'ur' sound after a w is spelt or eg word, worm.</p> <p>The 'u' sound spelt as o eg other, mother</p> <p>/ai/ spelt 'I; in common ex caption words (find, kind, mind, behind, child, wild, climb)</p>	Assessment / Catch up
<b>Maths</b>	<p><b>Weeks 1, 2, 3</b> <b>Number and Place Value</b> Read and write numbers tp at least 100 in numerals and in words Recognise the place value of each digit in a two digit number (tens, Ones) Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use q and Q and = signs Use place value and number facts to solve problems. Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and backward.</p>	<p><b>Small Steps</b> Count objects to 100 and read and write numbers in numerals and words Represent numbers to 100 Tens and ones with a part whole model Tens and ones using addition Use a place value chart Compare objects Compare numbers Order objects and numbers Count in 2s, 5s, and 10s Count in 3s</p>		<p><b>Weeks 4 ,5, 6, 7, 8 (Aut 2)</b> <b>Addition and Subtraction</b> Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. 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, and mentally, including: a two-digit number and ones a two-digit number and tens, two two digit numbers; adding three one-digit numbers. 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. Recognise and use the inverse relationship between addition and</p>	<p><b>Small Steps</b> Fact families – Addition and subtraction bonds to 20 Check calculations Compare number sentences Related facts Bonds to 100 (tens) Add and subtract 1s 10 more and 10 less Add and subtract 10s Add a 2 digit number and 1 digit number – crossing ten Subtract a 1 digit number from a 2 digit number – crossing ten Add two 2 digit numbers – not crossing ten – add ones and add tens Add two 2 digit numbers – crossing ten – add ones and add tens Bonds to 100 (tens and ones) Add three 1 digit numbers</p>		

				subtraction and use this to check calculations and solve missing number problems.			
<b>Science</b>	To identify, name, draw and label the basic parts of the human body. To be introduces to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.  To introduce the idea that we each have individual characteristics. To consider the difference between living things (humans).	To explore the differences between things that are living and things that have never been alive.  To understand the differences between things that are living and things that are not living.	To explore and compare the differences between things that are dead and things that have never been alive.  To understand and identify the differences between living, dead, and never been alive.	To become familiar with the life processes that are common to all living things.  To understand the similarities and differences between mammals – including humans. To understand that all animals, including animals, including humans, grow and change.	To explore and compare the differences between things that are dead and things that have never been alive.  To understand that there are differences between living things. To be able to sort living things into groups.	To be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.  To know what we need to stay alive and healthy.	To be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.  To understand what it means to be healthy.  Assess and Review
<b>Hist/Geog</b>	To explain who built the first castles in the UK and why.	To find out about castles that were built by the Normans.	To find out about medieval castles.	To find out about how the common people were treated in Medieval times.	To find out about how the common people were treated in medieval times.	To find out about how the Tower of London's use has changed over time.	<b>Bayeux Tapestry?</b>
<b>DT/Art</b>	To find about the artist Paul Klee. To practise drawing a castle using squares, rectangles and triangles taking inspiration from Klee's 'Castle and Sun'	To draw our final castle using squares, rectangles and triangles taking inspiration from Klee's 'Castle and Sun'	To learn about primary and secondary colours and how to create varying tints and shades.	To paint our own version of 'Castle and Sun' by Paul Klee using watercolours.	Observational drawing (sketching of Restormel Castle)	To paint our own version of 'Castle and Sun' by Paul Klee using watercolours.	
<b>ICT</b>	Make Children aware of some of the risks to using the internet  Teach the children about personal information and the we must keep it safe  -	Make children aware of the functionality of the internet – social networks, online gaming, emails	Young Authors Discover the history of the WWW	Young Authors Outline the key advancements in computer development	Young Authors Present findings to peers to share knowledge.	Young Authors Create an eBook based on research findings.	Young Authors Enhance layout with images, audio and video
<b>Music (Weekly)</b>	Hands, Feet, Heart by Joanna Mangona Step 1	Hands, Feet, Heart by Joanna Mangona Step 2	Hands, Feet, Heart by Joanna Mangona Step 3	Hands, Feet, Heart by Joanna Mangona Step 4	Hands, Feet, Heart by Joanna Mangona Step 5	Hands, Feet, Heart by Joanna Mangona Step 6	Hands, Feet, Heart by Joanna Mangona Review & Evaluate
<b>PE / forest School (Weekly)</b> PPA – Matthew Bennetts / Jack Rickard	Games	Games	Games	Games	Games	Games	Games
<b>RE / British Values</b>	What makes me special?	Our place in the world Understand where we live/size – World, Europe, United Kingdom, England, Cornwall, Wadebridge	What makes where we live special?				<b>Hinduism</b> Diwali Rama and Sita How celebrated / why celebrated Week 4 (3 lessons)
<b>PSHE (Weekly)</b>	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset	Circle Time Games Thrive Growth Mindset

#### Order of topics

Settling in / British Values, 3 sessions, week 1

History – Castles- 6 sessions, weeks 2 and 3

Trip / ICT – 3 sessions, book creator and trip week 4

Science - 6 sessions, weeks 5 and 6

RE - 3 sessions, weeks 7

Music and PSHE – weeks 2, 3, 5