



## Medium Term Planning, Autumn 2, Year 2

| Subject/Date  | 1<br>31.10.17 –34.11.17<br>Bonfire Night   | 2<br>6.11.17 – 10.11.17<br>Remembrance Day<br>SL and LC out   | 3<br>13.11.17 – 17.11.17<br>Children in Need   | 4<br>20.11.17 – 24.11.17  | 5<br>27.11.17 – 1.12.17<br>School Fair   | 6<br>4.12.17 – 8.12.17<br>Movie Night  | 7<br>11.12.17 – 15.12.17<br>Christmas Play – 12 <sup>th</sup> ,<br>13 <sup>th</sup><br>Christmas Lunch – 14 <sup>th</sup>            | 8<br>18.12.17 – 20.12.17 |
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| <b>English</b>  | <b>Instructions / Traditional Tales</b><br>How to look after a pet dragon<br><br>Features of instruction<br>Follow instructions<br><br>Guided Reading<br><br>Reading Comprehension   | <b>Instructions / Traditional Tales</b><br>How to look after a pet dragon<br><br>Little Red Riding Hood – read / learn LRRH – story telling approach<br><br>Guided Reading<br><br>Reading Comprehension | <b>Instructions / Traditional Tales</b><br>How to look after a pet wolf – unaided writing<br><br>Guided Reading<br><br>Reading Comprehension | <b>Traditional Tales</b><br>Little Red Riding Hood<br><br>Character profile<br>LRRH and the wolf – personality and looks<br><br>Guided Reading<br><br>Reading Comprehension   | <b>Traditional Tales</b><br>Little Red Riding Hood<br><br>Wanted Poster<br><br>Story telling – Little Red Riding Hood<br><br>Guided Reading<br><br>Reading Comprehension | <b>Traditional Tales</b><br>Little Red Riding Hood<br><br>Create own version of story<br>Plan story<br>Draw story plan<br>Write story<br><br>Guided Reading<br><br>Reading Comprehension   | Use VCOP to retell the Christmas Story<br><br>Guided Reading<br><br>Reading Comprehension  |                          |
| <b>Handwriting</b>  | Handwriting – practice – diagonal join to ascender – eel and eet<br><br>Handwriting of common exception words.   | Handwriting – practice – diagonal join no ascender – a_e<br><br>Handwriting of common exception words.  | Handwriting – practice – diagonal join no ascender – anticlockwise letter in words – ice, ide<br><br>Handwriting of common exception words.  | Handwriting – practice – diagonal join, no ascender – ow, ou<br><br>Handwriting of common exception words.  | Handwriting – practice – horizontal join no ascender – oy, oi<br><br>Handwriting of common exception words.  | Handwriting – practice – diagonal join no ascender – anticlockwise letter in words – oa, ode<br><br>Handwriting of common exception words.   | Handwriting – practice – horizontal join no ascender in words – ole, obe<br><br>Handwriting of common exception words.               |                          |
| <b>Letters and Sounds</b><br><br>Assess spelling of year 2 words  | Common exception words<br>Move, prove, improve, beautiful<br><br>dge / ge<br>g / j<br><br>(NN Aut 2, wk4)  | Common exception words<br>People, pass, climb, most<br><br>The /s/ sound spelt c before, e, I, y<br><br>(NN Aut 2, wk 5)  | Common exception words<br>Busy, water, only, both<br><br>Kn, gn<br><br>(NN Aut 2, wk 6)  | Common exception words<br>Other, old, cold, gold<br><br>Focus on the -e at the end of the root word is dropped before ed, ing, er, est, y.<br><br>(NN Spr 1, wk 3)  | Common exception words<br>Children, world, every, everybody<br><br>Doubling consonant when adding suffix.<br><br>(NN Spr 1, wk 6)  | Common exception words<br>Many, floor, even, pretty<br><br>Contractions<br><br>(NN Spr 1, wk 2)  | Common exception words<br>Revise those still not secure<br><br>Y making 'I' at the end of words eg fly, dry.<br><br>(NN Spr 1, wk 1) |                          |
| <b>Maths</b><br><br><b>Keep bubbling</b> <ul style="list-style-type: none"><li>Adding using partitioning</li><li>Adding 1 digit number</li><li>Number facts</li><li>Doubling and halving</li><li>Place value</li><li>Time</li></ul> | <div>Year 2 Autumn Term Small Steps Progression</div> <div>Week 4 to 8 – Number: Addition and Subtraction</div> <div><div>Overview</div><div>Small Steps</div><div><ul style="list-style-type: none"><li>Fact families – Addition and subtraction bonds to 20</li><li>Check calculations</li><li>Complete number sentences</li><li>Related facts</li><li>Bonds to 100 (tens)</li><li>Add and subtract 1s</li><li>100 more and 10 less</li><li>Add and subtract 10s</li><li>Add a 2-digit and 1-digit number – crossing ten</li><li>Subtract a 1-digit number from a 2-digit number – crossing ten</li><li>Add two 2-digit numbers – not crossing ten – add ones and add tens</li><li>Add two 2-digit numbers – crossing ten – add ones and add tens</li><li>Subtract a 2-digit number from a 2-digit number – not crossing ten</li><li>Subtract a 2-digit number from a 2-digit number – crossing ten – subtract ones and tens</li><li>Bonds to 100 (tens and ones)</li><li>Add three 1-digit numbers</li></ul></div><div><div>NC Objectives</div><p>Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.</p><p>Add and subtract numbers using concrete objects, pictorial representations, and mentally, including a knowledge of number and ones, a two-digit number and tens, two two-digit numbers, adding three one-digit numbers.</p><p>Show that the addition of two numbers can be done in any order (permutated) and subtraction of one number from another correct.</p><p>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.</p><p>Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p></div></div> |   |  | <div>Year 2 Autumn Term Small Steps Progression</div> <div>Week 9 to 10 – Measurement: Money</div> <div><div>Overview</div><div>Small Steps</div><div><ul style="list-style-type: none"><li>Count money – pence</li><li>Count money – pounds (notes and coins)</li><li>Count money – notes and coins</li><li>Select money</li><li>Make the same amount</li><li>Compare money</li><li>Find the total</li><li>Find the difference</li><li>Find change</li><li>Two-step problems</li></ul></div><div><div>NC Objectives</div><p>Recognise and use symbols for pounds (£) and pence (p), combine amounts to make a particular value.</p><p>Find different combinations of coins that equal the same amounts of money.</p><p>Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p></div></div> |  | <div>Year 2 Autumn Term Small Steps Progression</div> <div>Week 11 to 12 – Multiplication and Division</div> <div><div>Overview</div><div>Small Steps</div><div><ul style="list-style-type: none"><li>Recognise equal groups</li><li>Make equal groups</li><li>Add equal groups</li><li>Multiplication sentences using the x symbol</li><li>Multiplication sentences from pictures</li><li>Use arrays</li><li>2 times-table</li><li>5 times-table</li><li>10 times-table</li></ul></div><div><div>NC Objectives</div><p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p><p>Calculate mathematical statements for multiplication and division, using the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.</p><p>Solve problems involving multiplication and division, using concrete objects, pictorial representations, mental addition, subtraction, multiplication and division facts, including doubling and halving.</p><p>Show that the multiplication of two numbers can be done in any order (commutative), and division of one number by another correct.</p></div></div> |  |                          |

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| <b>Science</b>  | To name adult animals and their young.<br>To name the six animal classes.                  | To describe how animals change as they grow older   | To name the six stages in the human lifecycle.  | To describe how humans change as they grow.<br>How have they changed since they were a baby?        | To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | To find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br>To name the 5 main food groups. | To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.<br><br>To design a healthy meal incorporating the 5 food groups. |
| <b>Hist/Geog</b>  | The Gunpowder Plot / Guy Fawkes<br>Who was he?<br>What did he do?<br>(3 lessons)<br>Week 1 | Remembrance Day<br>How is Remembrance Day marked?<br>What do people do?<br>Make a poppy.<br>(3 lessons)<br>Week 2 |   |   |   |   |   |   |
| <b>DT/Art</b>   | Design a Vehicle for Father Christmas  | Know that there are many different types of vehicles and that they have different purposes.                       | Make simple drawings and label parts.   | Understand that wheels and axles can be assembled in two different ways.                            | Design a vehicle to fit a purpose.  | Evaluate against the design   | Know that there are many different types of vehicles and that they have different purposes.   |   |
| <b>Computing</b><br><b>Create an animation (game/movie) using Scratch</b> | Scratch Project – I am a Computer Program<br>Lesson 1<br>Introduction to Scratch           | Lesson 2<br>Create a moving Sprite  | Lesson 3<br>Add sound to animation  | Lesson 4<br>Give Sprites instructions so that they interact and add more depth to the animation     | Lesson 5<br>Continue to create animation  | Lesson 6<br>Share, save and publish work  |   |   |
| <b>Music</b>  | Shine Star Shine<br>Christmas Play<br>Practise Songs                                       | Shine Star Shine<br>Christmas Play<br>Practise Songs  | Shine Star Shine<br>Christmas Play<br>Practise Songs  | Shine Star Shine<br>Christmas Play<br>Practise Songs  | Shine Star Shine<br>Christmas Play<br>Practise Songs  | Shine Star Shine<br>Christmas Play<br>Practise Songs  | Shine Star Shine<br>Christmas Play<br>Practise Songs  |   |
| <b>PE</b><br>PPA – Matthew Bennetts / Jack Rickard                        | Gymnastics<br>Games  | Gymnastics<br>Games   | Gymnastics<br>Games   | Gymnastics<br>Games   | Gymnastics<br>Games   | Gymnastics<br>Games   | Gymnastics<br>Games   |   |
| <b>RE</b>   |  |   | <b>Hinduism</b><br>Divali<br>Rama and Sita<br>How celebrated / why celebrated<br>Week 3 (2 lessons) | <b>Hinduism</b><br>Divali<br>Rama and Sita<br>How celebrated / why celebrated<br>Week 4 (2 lessons) |   |   |   |   |

#### **Order of topics**

History (Week 1 and 2)

RE (Week 3 and 4)

Science (Week 2, 3, 4)

Computing (5, 6, 7)

DT (5, 6, 7)