



MEDIUM TERM PLANNING | YEAR 2 2016-17 | Autumn 1



Author of the Term: Roger Hargreaves Reflection Corner: Woven Together

Secrets of Success: Try New Things

Role Play: Mr Men/Seaside

	TOPIC TITLE							
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
SMSC opportunities Social (So) Moral (Mo) Spiritual (Sp) Cultural (Cu) British Values	W/B 05/09/16 Own classes	W/B 12/09/16	W/B 19/09/16	W/B 26/09/16 Harvest Prayers	W/B 3/10/16 RNLI Trip: Sealife Centre (4 th)	W/B 10/10/16	W/B 17/10/16 DT day	W/B 24/10/16
Maths	Number and place value	Number and place value (NPV); Problem solving, reasoning and algebra (PRA)	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)	Mental multiplication and division (MMD); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA)	Geometry: properties of shapes (GPS); Statistics (STA)	Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS)	Half term assessment	Revision of topics
Literacy	Information Text Write a profile. All about me Make Mr Man book Name and draw character.	Information Text -Make Mr Man book	Fiction Text -Make Mr Man book	Fiction in familiar settings Lighthouse Keeper's Lunch (Immersion)	Fiction in familiar settings Lighthouse Keeper's Lunch (Innovation-change 'what goes wrong')	Recount Trip to Sealife centre (assessment)	Poems Seaside Onomatopoeia	Poems Seaside Onomatopoeia



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Science		<p>Materials: Sort materials according to their properties</p> <p>Pupil voice: What do I know, what do I want to find out?</p>	<p>Materials: Man made or natural and their uses</p>	<p>Materials: Comparing materials: Properties of wood</p>	<p>Materials: Comparing materials: Properties of plastic</p>	<p>Materials: My car will go the furthest on the playground. Investigation-measure distance</p>	<p>Materials: My car will go the furthest on the playground. Investigation-graphs</p>	<p>Materials: My car will go the furthest on the playground. Investigation-conclusions</p>
Computing	<p>Hector's World E-safety</p> <p>Input "All About Me" data</p> <p>Keeping safe game</p>	<p>Hector's World E-safety</p> <p>Input "All About Me" data</p> <p>Keeping safe game</p>	<p>Hector's World E-safety</p> <p>Input "All About Me" data</p> <p>Keeping safe game</p>	<p>Hector's World E-safety</p> <p>Input "All About Me" data</p> <p>Keeping safe game</p>	<p>am – maths activities (learnpad) pm [Literacy Link] lighthouse keeper's lunch</p>	<p>am – maths activities (learnpad) pm [Geography Link] Seaside</p>	<p>am – maths activities (learnpad) pm [Science Link] Seaside</p>	<p>am – maths activities (learnpad) pm [Science Link] Seaside</p>
Art/DT	<p>Honeybees and Dragonflies</p> <p>Class values – respect and working together</p>	<p>Self-portrait:</p> <p>Drawing ourselves-shading and line-look at the work of famous artists</p> <p>Mark making with pencil and sketching</p> <p>Face proportions and plotting features.</p>	<p>Self-portrait:</p> <p>Drawing ourselves-shading and line-look at the work of famous artists</p> <p>Adding detail.</p>	<p>Lighthouses and pulleys</p> <p>Research and investigate pulleys</p>		<p>Lighthouses and pulleys</p> <p>Design lighthouse</p>	<p>Lighthouses and pulleys DT Day</p> <p>Make lighthouse and evaluate (assess)</p>	



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Geography		<p>The seaside</p> <p>To use globes/maps</p> <p>To identify and describe what places are like</p> <p>Locating GB</p>	<p>The seaside</p> <p>To use basic geographical vocabulary to refer to key human and physical features of 2 contrasting locations</p>	<p>The seaside</p> <p>To know the physical features of a beach and how it is formed</p>	<p>The seaside</p> <p>Brighton visit pier – buildings</p> <p>To observe and identify the physical features of a beach</p>	<p>The seaside</p> <p>(assess)</p> <p>Human and physical features</p>	<p>The seaside</p> <p>End of topic quiz and review</p>	
Music	<p>Circle-time songs, action songs</p>	<p>Circle-time songs, action songs</p>	<p>Circle-time songs, action songs</p>	<p>Make a soundscape at the seaside. Big Blue (clip with music) Listen and respond to seaside sounds.</p>	<p>Make a soundscape at the seaside. Make and combine sounds to accompany a picture/clip – class notation and following (structure and dynamics)</p>	<p>Make a soundscape at the seaside. Make and combine sounds to accompany a picture – make group composition with notation and practice with untuned instruments</p>	<p>Make a soundscape at the seaside. Make and combine sounds to accompany a picture – follow notation and perform class composition (record). (assessment)</p>	<p>Make a soundscape at the seaside. Make and combine sounds to accompany a picture – watch, evaluate and assess</p>
PE	<p>Play leader training</p>	<p>Play leader training</p>	<p>Games</p>	<p>Games</p>	<p>Football</p>	<p>Football</p>	<p>Football</p>	<p>Football</p>



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<p>RE</p>		<p>To appreciate the qualities of a teacher</p> <p>To know that Jesus used familiar objects to teach people about God & the uniqueness of everything He created</p>	<p>To know that teachers use stories to help pupils understand more about the world</p> <p>To appreciate that Jesus taught that God loves everyone & that each person is special to Him</p>	<p>To know when to say sorry To understand that Jesus taught the importance of saying sorry & forgiving people</p>	<p>To know the parable of the Lost Son</p> <p>To know about making things right with a person or situation</p> <p>To be able to apply Jesus' teaching about forgiveness</p>	<p>To know about making things right with a person or situation</p>	<p>Recall the meaning of a story Jesus taught.</p> <p>Communicate a lesson they have learnt from a story Jesus taught.</p>	<p>AT1 LEVEL1: recall and talk about one of the stories Jesus taught LEVEL2: re tell the story and say what it means for a Christian</p> <p>AT2 LEVEL1: I can talk about the things that I learnt from the story LEVEL2: think of some questions to ask others about the lessons they learnt from the stories</p>
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PHSE	Try New Things New beginnings: Class and School Rules – introduce Y2 special monitors – assembly, milk, book, buddies, daily helper, Vote in school council, team captains School Council Update Pupil Voice	Try New Things Making class a good place to learn – good learner tree – set own learning target School Council Update Pupil Voice	Try New Things Explore feelings – use photocards to discuss feelings School Council Update Pupil Voice	Work Hard Calming down – discuss feeling scared or angry – give ideas for calming down – create posters School Council Update Pupil Voice	Work Hard DAT – rules to keep us safe – Link to brighton trip School Council Update Pupil Voice	Work Hard DAT – rules to keep us safe – Link to brighton trip School Council Update Pupil Voice	Work Hard Welcoming others – what is our goal for someone new to the class – make welcome poster School Council Update Pupil Voice	Work Hard What if there is a problem – give scenario – go through problem solving poster School Council Update Pupil Voice