



MEDIUM TERM PLANNING | YEAR 2 2017-18 | Autumn 1



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

Secrets of Success: Try New Things

Role Play: Mr Men/Seaside

ALL ABOUT ME & AT THE SEASIDE							
	Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SMSC opportunities Social (So) Moral (Mo) Spiritual (Sp) Cultural (Cu) British Values	W/B	W/B	W/B	W/B Harvest Prayers	W/B RNLI Trip: Wednesday 4 th Sealife centre	W/B	W/B DT day
Maths		Number and place value (NPV); Problem solving, reasoning and algebra (PRA) Number and place value <i>The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus.</i>	Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) <i>+ and - to 20 Add and subtract a two-digit number and ones and a two-digit number and tens where no regrouping is required they can demonstrate their method using concrete apparatus or pictorial representations.</i>	Mental multiplication and division (MMD); Mental addition and subtraction (MAS); Problem solving, reasoning and algebra (PRA) <i>The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems</i>	Geometry: properties of shapes (GPS); Statistics (STA) <i>The pupil can describe and recognise properties of 2-D and 3-D shapes</i>	Number and place value (NPV); Problem solving, reasoning and algebra (PRA); Mental addition and subtraction (MAS) <i>The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required</i> <i>Inverse relationships + -</i>	Fractions <i>The pupil can identify 1/3, 1/4, 1/2, 2/4, 3/4 and knows that all parts must be equal parts of the whole.</i>



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>		<p>Writing to entertain – descriptions Immersion</p> <p>Look at Roger Hargreaves books. How would you describe the Mr Men? Use pictures.</p> <p><i>Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks.</i></p> <p>busy, kind, Mr, find</p>	<p>Writing to entertain - descriptions Innovation</p> <p>Describing ourselves</p> <p><i>Using some expanded noun phrases to describe and specify.</i></p> <p>Because, clothes, people, parents</p>	<p>Writing to entertain – descriptions Invention</p> <p>Create a new character to describe</p> <p><i>Using some expanded noun phrases to describe and specify.</i></p> <p><i>Demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks.</i></p> <p>Many, everybody, child, fast</p>	<p>Recount Immersion</p> <p>What is a recount? Read recounts.</p> <p>Go on the trip</p> <p><i>Using present and past tense mostly correctly and consistently</i></p> <p>Could, should, would, people</p>	<p>Recount Innovation</p> <p>Write a recount of the trip to the Sealife Centre</p> <p><i>Adding suffixes to spell some words correctly in their writing e.g. -ment, -ness, -ful, -less, -ly*</i></p> <p>Beautiful, great, water, wild</p>	<p>Recount Invention</p> <p>Shell/sand (something beachy!) for the children to find. They write a recount about what happened.</p> <p><i>Using sentences with different forms in their writing (statements, questions, exclamations and commands)</i></p> <p>Even, again, cold, both</p>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>		<p>Materials: Sort materials according to their properties</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>



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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>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>
Art/DT		<p>Class values – respect and working together</p> <p>Class insects</p>	<p>Self-portrait:</p> <p><i>Drawing ourselves-shading and line-look at the work of famous artists</i></p> <p>Mark making with pencil and sketching</p> <p>Face proportions and plotting features. Honeybees and Dragonflies</p>	<p>Self-portrait:</p> <p><i>Drawing ourselves-shading and line-look at the work of famous artists</i></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>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>
PE		<p>Play leader training</p>	<p>Games</p>	<p>Games</p>	<p>Football</p>	<p>Football</p>	<p>Football</p>



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<p>RE</p>		<p>Jesus the Teacher – The Good Shepherd To appreciate the qualities of a teacher & to know that Jesus used familiar objects</p>	<p>Jesus the Teacher – The Good Shepherd To know that teachers use stories to help pupils understand more</p>	<p>Jesus the Teacher – The Good Shepherd To appreciate the God loves everybody</p>	<p>Jesus the Teacher – The Good Shepherd</p>	<p>Jesus the Teacher – The Good Shepherd Godly Play (Assessment)</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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PSHE		Hopes and fears for the year	Rights and responsibilities	Rewards and consequences	Rewards and consequences	Our learning charter	Owning our learning charter
		<p>I can identify some of my hopes and fears for this year</p> <p>I know how to use my Jigsaw Journal</p> <p>I recognise when I feel worried and know who to ask for help</p> <p>SCHOOL RULES</p>	<p>I understand the rights and responsibilities for being a member of my class and school</p> <p>I recognise when I feel worried and know who to ask for help</p>	<p>I understand the rights and responsibilities for being a member of my class</p> <p>I can help to make my class a safe and fair place</p>	<p>I can listen to other people and contribute my own ideas about rewards and consequences</p> <p>I can help make my class a safe and fair place</p>	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I can work cooperatively</p>	<p>I understand how following the Learning Charter will help me and others learn</p> <p>I am choosing to follow the Learning Charter</p>