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| Medium Term Plan-Year 2 Autumn 2-Term 2 | | | | | | | | |
| **Week beginning & Subject** | **31st September** | | **7th November** | **14th November** | **21st November** | **28th November** | **5th December** | **12th December** |
| **Computing** | Using the Internet Safely-Recap  Algorithms | | 2.1-Using the Internet Safely  Collision Detection | 2.1-Using a timer | 2.1-Different object types | 2.1-Buttons | 2.1-Smelly code ‘Debugging’ | Email- Father Christmas |
| **Geography** | Timeline- retrieval-what we have remembered from year 1-Timeline for the classroom | | Places-Local area and UK- Human and Physical features-Towns and Cities | Places-Continents | Investigate Patterns-  Europe and UK | Investigate Patterns-  Hot and cold countries  North/South Poles | Communicate Geographically - Human and Physical features  Follow Father Christmas | Communicate Geographically- Human and Physical features |
| **Science** | Working scientifically –Animals incl Humans-design a food survey | | Working scientifically-Animals incl Humans- To record findings-bar chart/pictograms etc… | Animals incl Human  To investigate different skeletons-animals and humans | Animals incl Human  To identify organs within the body and their function-class trip TBC | Animals incl Human  To look, touch and cut open organs (heart, liver, kidneys) | Animals incl Human  Why do we have muscles and what is their function? | Animals incl Human  Assessment |
| **RE** | What do different people believe in god? Discussion lesson | | What do different people believe in god? | What do different people believe in god? | What do different people believe in god? | What do different people believe in god? | Christmas Story | Christmas Story |
| **Art** | Techniques- Clouds and weather pictures | | Styles and periods –Turners  Visual knowledge | Effects- A finished picture-discuss |  |  | Making Christmas cards | Christmas activities |
| **Design Technology** |  | |  |  | Intro new project-wheels and axles  Design a new sleigh for Father Christmas as his reindeers are refusing to pull his sleigh | Make a your sleigh and test | Make improvements to your sleigh | Evaluate |
| **French** |  | |  |  |  |  |  |  |
| **PSHE-YR 2** | how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) | | how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them | how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets | how not everything they see online is true or trustworthy and that people can pretend to be someone they are not | how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them | Thinking of others less fortunate then us- during Christmas etc… | Assessment |
| **PE** | Swimming & Dance | | Swimming & Dance | Swimming & Dance | Swimming & Dance | Swimming & Dance | Swimming & Dance | Swimming & Dance |
| **English** | | | | | | | | |
| **Writing** | | Assessment-1- a piece of writing | Recount | Recount | Fun Write | Dialogue | Dialogue | Fun Write |
| **Handwriting** | | The diagonal joins li and lu | Practising the join to- r, n, m, I, u | The diagonal join to- l, h, k | Joining three letters | The diagonal joins to –a, c, o | Practising the joining words | Horizontal joins to r, n, m |
| **Phonics/Guided reading** | | Assessment-Phonics and common exception words-linked to spellings  Consonants, suffixes and contractions  G/R- A cry from the woods | Apostrophes- al  G/R- The football cup | O (u) ey  G/R- Harvey goes missing | W- a (O) W-or-(er)  G/R- The witch factor | W-ar (or) S (zsh)  G/R-The magic woods | Ti (sh) I (CEW)  G/R- Treasure Island | Assessment  G/R-A potion for a taxi |
| **comprehension** | | Assessment-for the correct colour | I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others | I can enjoy reading and discussing the order of events in books and how items of information are related | I can retell some of a story I know when being read to by an adult | I can join in with words when I can guess what is coming next | I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features | Assessment |
| **EPS** | | Assessment-1- a piece of writing and test  Sequential words | Joining words-conjunctions | Commas in a list | Adjectives/expanded noun phrases | contractions | contractions | Assessment |
| **Spelling** | | Move, prove, just, sure, sugar, eye  Writing daily in class- test Friday | Could, should, would, like, big, then  Writing daily in class- test Friday | Want, watch, wonder, quantity, squash  Writing daily in class- test Friday | Wallet, wasp, quality, quarry, wash  Writing daily in class- test Friday | Word, work, worm, world, worth  Writing daily in class- test Friday | War, warm, towards, worthless, worst  Writing daily in class- test Friday | Assessment |
| **Spoken Word/**  **Guided Reading** | | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say | I can ask questions to improve my understanding of a text | I can ask questions to improve my understanding of a text | I can talk about words and phrases that capture the reader's interest and imagination | I can talk about words and phrases that capture the reader's interest and imagination | Book review, talk about likes and dislikes |
| **Maths** | | | | | | | | |
| **Year 2** | | Addition & Subtraction | Addition & Subtraction | Addition & Subtraction | Shape | Shape | Multiplication & Division | Multiplication & Division |
| **Times Tables** | | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday | Test every Tuesday |