

Year 2 (2022/2023) Medium Term Plan Autumn Term 1

Curriculum Area	Week 1 5/9/22	Week 2 12/9/22	Week 3 19/9/22	Week 4 26/9/22	Week 5 3/10/22	Week 6 10/10/22	Week 7 17/10/22
RRS Article	Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Article 28 You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.	Article 29 Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.	Article 23 You have the right to special education and care if you have a disability, so you can live a full and independent life.	Article 30 You have the right to practice your own culture, language and religion.	Article 2 No child should be treated unfairly on any basis.	Article 27 You have the right to food, clothing, a safe place to live and have your basic needs met.
Maths	<ul style="list-style-type: none"> ➤ Counting forwards and backward from 50. ➤ Identify Tens and ones in numbers 	<ul style="list-style-type: none"> ➤ Counting to 100. ➤ Representing numbers to 100. ➤ Comparing numbers 	<ul style="list-style-type: none"> ➤ Place value ➤ Tens and ones using addition. ➤ Ordering 	<ul style="list-style-type: none"> ➤ Place value ➤ Tens and ones using addition. ➤ Ordering 	<ul style="list-style-type: none"> ➤ Counting in 2,5,10, forwards and backwards 	<ul style="list-style-type: none"> ➤ Counting in 2,5,10, ➤ Counting in 3's 	<ul style="list-style-type: none"> ➤ Adding /subtracting 2 digit number and ones ➤ Adding subtracting 10.
English	<ul style="list-style-type: none"> ➤ Writing ➤ All About Me- looking at sentence structure, punctuation and writing clear and coherent sentences. ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Draw a picture of Winnie's house after listening to the description ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Instruction writing ➤ Alliteration ➤ Imperative verbs ➤ Instructional writing ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Retelling the story- beginning, middle and end ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Mary Seacole ➤ Write predictions ➤ Write a note ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Mary Seacole ➤ Letter writing/equality ➤ Reading ➤ Analysing texts 	<ul style="list-style-type: none"> ➤ Writing ➤ Mary Seacole ➤ Writing a thank you note from a soldier to Mary ➤ Reading ➤ Analysing texts
History	London Beginning What do I know about London and its landmarks?	London Advancing What do I know about London 1666?	London Deepening Compare London past and present.	London Deepening Compare London past and present.	Black History Month Celebration and empathy – Mary Seacole	Black History Month Celebration and empathy – Mary Seacole	Black History Month Celebration and empathy – Mary Seacole

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	<p>Skills- Describe memories of key events in lives. Use a source – why, what, who, how, where to ask questions and find answers.</p>	<p>Skills- Find out about people and events in other times.</p>	<p>Skills- Compare pictures or photographs of people or events in the past.</p>	<p>Skills- Compare pictures or photographs of people or events in the past.</p>	<p>Great Fire of London Beginning</p> <p>Introducing the GFOL</p> <p>When, where, how, who</p> <p>Skills-</p> <p>Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Find out about people and events in other times.</p>	<p>Great Fire of London Advancing</p> <p>Can I explain what an eyewitness account is?</p> <p>Skills-</p> <p>Develop empathy and understanding (hot seating, sp. and listening)</p> <p>Find out about people and events in other times.</p>	
Geography							
Art and Design							
DT	<p>Wheels and axles</p> <p>Comparing and contrast fire engines past and present.</p>	<p>Wheels and axles</p> <p>Look and list the main difference of these fire engines – wheels/axles</p>	<p>Wheels and axles</p> <p>Activity as a class: Compare two fire engines. Can they tell which is from the past and</p>	<p>Wheels and axles</p> <p>Recognise the mechanisms that make vehicles/objects move and become familiar with the vocab.</p>	<p>Wheels and axles</p> <p>Design a fire engine.</p>	<p>Wheels and axles</p> <p>Design a fire engine.</p>	<p>Wheels and axles</p> <p>Evaluating our own fire engines</p>

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	<p>Exploring similarities and differences. Children to think, pair, share their ideas.</p> <p>What do fire engines need to have? How are fire engines different to other vehicles? Why are they special? How do they work? What is inside a fire engine? Draw AND label their version of a fire engine with features they think are important.</p> <p>Cross- curricular with History topic.</p>	<p>-water supply -how many men operating it</p> <p>Looking at different objects with wheels.</p>	<p>which is from the present – how?</p> <p>As a class look at the similarities and differences between the two and making notes in their art sketch books.</p> <p>Look at the similarity : wheels</p>				
Music	LSO PROJECT I Need My Monster	Singing with expression and for mood	Orchestral music in concert	Project inspired by Mussorgsky’s Gnomus Ostinato 3 contrasting sounds	continued	So-mi Ta, ti-ti, rest Hey hey look at me	So –mi Doggie doggie
Science	<p>Materials LO Can I identify a variety of materials and sort them according to a variety of criteria?</p>	<p>Materials Man Made/ Natural LO Can I identify natural and man-made materials?</p> <p>Recap ; Differentiate material from object (Year 1)</p> <p>Main Lesson:</p>	<p>Materials Changing shape Identify that some materials can change shape by squashing, bending, stretching, bending, stretching and twisting, and others can’t?</p>	<p>Materials Identify the suitability of metal and plastic for a variety of purposes.</p>	<p>Materials Identify different products that can be made from wood and their features and purposes?</p>	<p>Materials Explain how materials are used in different situations</p>	<p>Materials Suggest suitable materials for new situations?</p>

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		<p>Explain that some materials are man-made and some materials are natural.</p> <p>Discuss and share, What do they think these words mean?</p> <p>Explain the meaning by sharing ppt..</p> <p>Discuss differences of natural and man-made materials.</p> <p>Show children the variety of objects on the slides.</p> <p>Which of these are natural and which are man-made?</p> <p>Discuss ideas as a class and then check on the slides.</p> <p>Plenary: T : Show a selection of materials. Chn to recognise the material first then whether it is natural or man made.</p> <p>Children to explore the outside area to find objects that are</p>					
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		man-made and natural. Record their findings on the man-made and natural recording sheet.					
ICT	We are detectives. (Email) Understand that email can be used to communicate.	To develop skills in opening, composing and sending emails.	To gain skills in opening and listening to audio files on the computer.	To know how to use appropriate language in emails.	To develop skills in editing and formatting text in emails.	To be aware of e-safety issues when using email.	
PE Indoor	Follow coaches plans						
PE Outside	P.E – Follow Rising Stars- Unit 5 Throwing and Catching	Lesson 1 Skills for playing fielding and striking games Skills Underarm throw catching	Lesson 2 Striking a ball Skills Striking techniques Receive and return a ball	Lesson 3 Catching Skills Catching techniques	Lesson 4 Overarm throwing Skills Overarm throwing techniques	Lesson 5 Throwing and catching Skills Striking and fielding skills	Lesson 6 Throwing, catching and striking Skills Tactics to use in order to win a game

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<p>RE How do stories of Jesus inspire Christians today?</p>	<p>Christianity Define and understand key words in Christianity.</p> <p>Complete Christianity vocabulary assessment.</p> <p>Skills- Recognise, name and describe some religious artefacts, places and practices</p>	<p>Christianity What does special mean to me? What makes people special? Link to the Bad Tempered Ladybird story</p> <p>Who is Jesus? Jesus is special to the Christians. Who is he a hero to and why? Who are our heroes and why?</p> <p>Skills- Identify the things that are important in their own lives and compare these to religious beliefs.</p>	<p>Christianity Why is/ what makes Jesus special to Christians?</p> <p>Talk about Parables.- The Lost Son</p> <p>Skills- Relate emotions to some of the experiences of religious figures studied.</p>	<p>Judaism Jewish New Year How is it celebrated</p> <p>Talk about and draw pictures explaining how Jews celebrate Rosh Hashanah?</p> <p>Skills- Describe some of the main festivals of a religion, Recognise, name and describe some religious artefacts, places and practices.</p>	<p>Judaism Yom Kippur</p> <p>What happens at this time and why?</p> <p>Talk about and draw pictures explaining how Jews celebrate Rosh Hashanah?</p> <p>Skills- Describe some of the main festivals of a religion, Recognise, name and describe some religious artefacts, places and practices.</p>	<p>Christianity Sharing inspirational stories of Jesus- The Good Samaritan</p> <p>Skills- Relate emotions to some of the experiences of religious figures studied. Explain how actions affect others.</p>	<p>Christianity Sharing inspirational stories of Jesus How the Christians conduct their lives through the teachings in the Bible</p> <p>Skills- Relate emotions to some of the experiences of religious figures studied.</p>
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<p>PSHE Relationships <i>Our Friendships, Families and Identity</i></p>	<p>Family Who is in our Family.</p>	<p>Family R1- spending time with family is an important part of family life. R4-Who are the people that love and care for them?</p>	<p>Family R3. That families might look different for different children.</p>	<p>Friendships R5-Healthy friendships R6-Characteristics of friendship</p>	<p>Friendships R7- Friendships might have ups and downs (including the difference between alone and lonely).</p>	<p>Identity R8- To explore stereotypes (occupation, religion, culture, toys, fairy tales) and why some are unfair or negative.</p>	<p>Identity R9- To know how to develop respectful relationships</p>
<p>Trips</p>	<p>No trips</p>						