



Year 2 Medium Term Planning

Autumn TERM 1

Fire, Fire!

Our Topic and 'Wow' days this half term include:

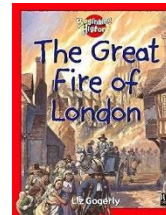
- ☺ **Drama Day** (25.9.25) – The Treehouse theatre are coming into school to work with the children. We will go back in time to 1666 and re-enact the events from the Great Fire of London and bring the History to life! Children will come to school in clothes which reflect those worn in 1666.
- ☺ **Harvest** – we will be taking the children to St Francis of Assisi Church for Harvest celebrations on the 30th September.

Key Texts:

Literacy



History



PSHE



English Reading

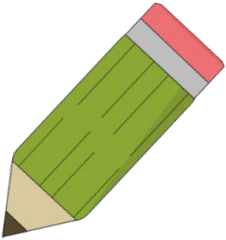


Comprehension

- identify where a paragraph starts and ends
- know the purpose of a paragraph
- know how headings/titles, subheading and paragraphs link
- recognise that authors use paragraphs, headings and subheadings to make the content clearer

Retrieval

- know the purpose of scanning
- know the difference between close reading and scanning
- understand that retrieval is finding information directly from the text
- know when close reading or scanning is needed
- know the link between scanning and retrieval
- scan a text for specific word or phrase
- listen to, discuss and express views about a wide range of stories
- explain and discuss their understanding of books, both those they listen to and those that they read for themselves
- pick out the sequence of events in books (fiction)

	<ul style="list-style-type: none"> • identify items of information which related within a text <i>E.g. narrative - how a character develops through a story</i> • find recurring language in a story • retrieve details about characters • know that punctuation informs the way you read - ? , ! .
<p>English Speaking and Listening</p>	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • Ask relevant questions to extend their understanding and build vocabulary and knowledge • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas • Participate in discussions and performances and gain, maintain and monitor the interest of the listener(s) • Play a character different to self • Use conjunctions to help explain • Identify facts
<p>English Writing</p> 	<p>Composition</p> <ul style="list-style-type: none"> • Writing narratives about personal experiences and those of others • Writing about real events • Writing for different purposes • Planning or saying out loud what they are going to write about • Writing down ideas and/or key words, including new vocabulary to include in their writing • Encapsulating what they want to say, sentence by sentence • Evaluating their writing with the teacher and other pupils • Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous forms • Ensure subject and verbs agree when writing. <i>E.g. They were...instead of 'They was'</i> • Proof reading to check for errors in spelling, grammar and punctuation • Read aloud their writing, pausing at punctuation, as a way to check that their writing is clear. • Know that the 'audience' is the reader of their writing. • Write down keywords/vocab to include in own writing.

Spelling, Vocabulary and Grammar

- Use noun phrases for description
- Write sentences using 'and' 'or' 'but' to join ideas or simple sentences. (coordination)
- Know that a conjunction is a word that joins clauses together and that these can be co-ordinating or subordinating.
- Use 'or' to join a simple sentence to a word, phrase or another sentence, when ideas are different or a choice.
- Use apostrophes to show a singular contraction with common words in the present tense. *E.g. it's, you've, you're, I've, He's, she's*
- Understand that commas are used to separate adjectives in an expanded noun phrase.
- **Use a proper noun for the name of a specific person or place and start with a capital letter.**
- **Know different types of nouns *E.g. proper, common, collective and pronoun.***
- Know that adding a suffix changes the meaning of a word.
- Know that a noun can be the name of a person, place or thing.
- Know that a verb is an action or state of being word. -use the suffixes 'ness' and 'ment' to form nouns.
- Know that a phrase is a small group of words, without a verb.
- Use familiar punctuation including full stops, capital letters, exclamation marks and question marks
- Learning how to use sentences with different forms; statement, questions, exclamation
- Use present and past tenses correctly and consistently
- Use new ways for spelling phonemes for which one or more spellings are already known *E.g. ai, ay, a_e 'i in CEW E.g. kind, mind, behind*
- Segment spoken words into phonemes and represent these with graphemes (full range of GPCs)

Handwriting

Kinetic letters – revision from Year 1

- Form lower-case letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between words that reflects the size of the letters

English
Phonics

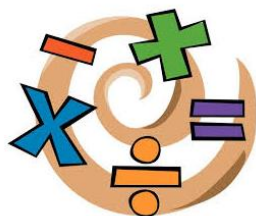


Supersonic Phonic Friends *

- The Basics 3: Recognise, build, read and write one spelling for the 44 sounds of the English language starring Listening Len, See it Sam and the rest of the gang.
j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, er, ure, ear, air
- The Basics 4: Recognise, build, read and write adjacent consonants and polysyllabic words starring Jazzy Jack and Magic Mack
Moving from 3 sounds (CVC *E.g. ch-ur-ch*) to four plus sounds (CVCC *E.g. j-u-m-p*, CCVC *E.g. s-k-i-p*, CCVCC *E.g. c-r-i-s-p*, CCCVC *E.g. s-t-r-i-ng*)
- Choose to Use / Switch it! Choose to use spellings of the 44 sounds in the English Language. Switch spellings and sounds for alternative pronunciations. With the help of Switch it Mitch, they will also find out all about 'Looks the same, sounds different' and switch it spellings where one spelling can make up to 2 different sounds in words.

** Children will be working in groups suited to their phonic ability.*

Mathematics










Number and Place Value

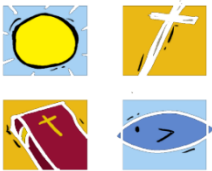
- numbers to 20
- count objects to 100 by making tens
- recognise tens and ones
- use a place value chart
- partition numbers to 100
- write numbers to 100 in words
- flexibly partition numbers to 100
- write numbers to 100 in expanded form

Addition and Subtraction

- fact families – addition and subtraction bonds to 20
- related facts
- bonds to 100 (tens)
- add and subtract ones
- add by making 10
- add three 1-digit numbers
- add to the next 10

<p style="text-align: center;">Science</p> 	<p>Properties of Materials</p> <ul style="list-style-type: none"> • Identify and classify by putting objects into 2 or 3 groups or generate the groups themselves. State why an object belongs in a particular group. • Know that different materials have different properties. • Identify which material is suited for a specific purpose and why (glass is a good material for a window because it is see through/ transparent) • Know that properties of a material make objects suitable for their use • Know that some objects can be made from different materials e.g. spoons can be made from metal, wood and plastic • Describe what happens to a shape when it is manipulated (squashed, bent, twisted, stretched) • Know that the shape of an object can be changed by squashing, bending, twisting and stretching.
<p style="text-align: center;">History</p> 	<ul style="list-style-type: none"> • Know that historians use dates to describe events in time • Find out about events beyond living memory that are significant nationally or globally (The Great Fire of London) • Know that there are different ways to find out about the past • use sources to answer questions about the past • Recognise why people did things, why events happened and what happened as a result. • Recount, understand and explain key historical events and understand the importance of key individuals. <p style="text-align: right;"></p> <p style="text-align: center;">Each Year 2 class will have a curriculum enrichment session in Nature School.</p>
<p style="text-align: center;">Art</p> 	<ul style="list-style-type: none"> • know that pottery is a type of sculpture and that some artists use to convey their ideas • know that clay is a type of soil or dirt that can be moulded when it is wet. • know that Kate Malone creates pottery that is inspired by nature (fruits, nuts, berries etc) • mould clay to a desired shape using pinching, rolling, stretching, twisting, scratching and coiling • create a clay pinch pot • join two parts successfully with clay using the score and slip method • talk about the different processes and techniques that I have used

<p>Computing</p> 	<p>Information technology: Identifying IT and how improves our world in school and beyond.</p> <ul style="list-style-type: none"> • To recognise the uses and features of information technology • To identify the uses of information technology in the school • To identify information technology beyond school • To explain how information technology helps us • To explain how to use information technology safely • To recognise that choices are made when using information technology
<p>Music</p> 	<p>Charanga: Hands Feet and Heart</p> <ul style="list-style-type: none"> • To listen to and appraise recorded music. • To know that music is a mix of sound and silence • To listen to music and name some of the instruments playing • To know the meaning of music elements such as beat, tempo, rhythm, pitch and style • To know the beat is the pulse that I can move to
<p>PSHE</p> 	<p>Being Me in My World</p> <ul style="list-style-type: none"> • To identify some of my hopes and fears for this year To know how to use my Jigsaw Journal • To understand the rights and responsibilities for being a member of a class and school, and the importance of making contributions • To be able to listen to other people and contribute own ideas about rewards and consequences • To understand how following the Learning Charter will help them and others learn To recognise the choices we make and understand the consequences

<p>Religious Education</p> 	<p>Christianity:</p> <p>Key question: Is it possible to be kind to everyone all of the time?</p>
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PE



Fundamental skills

Children will ...

- develop the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping
- be given opportunities to work with a range of different equipment.
- be asked to observe and recognise improvements for their own and others' skills and identify areas of strength.
- be given the opportunity to work collaboratively with others, taking turns and sharing ideas.

Dance

- **To know that sequencing actions in a particular order tells the story of a dance**
- To know that I can change the way I perform actions to show a different idea
- To know that I can use different directions, pathways and levels
- **To know that using counts of 8 will help me stay in time**
- To know that using facial expressions will show the mood of my dance
- **To know that if I practise my dance my performance will improve**
- To know that dynamics is how a dancer moves e.g. fast/slow, strong/light, levels, directions, size of movement and use this to represent an idea
- **To know that unison means performing exactly the same movements at the same time**
- To know that mirroring is when you perform movements in a mirror image of each other
- To remember, repeat and link actions to express an idea