

Year 2 Medium Term Plans (Completed Summer 20)

Autumn

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
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| Maths | Number and Place Value To count forwards to 100 from any 2 digit number. Recognise the place value of each digit in a 2-digit number (tens, ones) | Number and Place Value Recognise the place value of each digit in a 2-digit number (tens, ones) Represent numbers using different representations. Use place value and number facts to solve problems. | Number and Place Value Recognise the place value of each digit in a 2-digit number (tens, ones) Represent numbers using different representations. Use place value and number facts to solve problems. | Number and Place Value Compare and order numbers from 0-100; use < , > , = Compare and order numbers from 0-100; use < , > , = Compare and order numbers from 0-100; use < , > , = Count in steps of 2, 3, 5, 10 from 0 and any number forwards and backwards. | Number and Place Value Count in steps of 2, 3, 5, 10 from 0 and any number forwards and backwards. | Number: Addition and Subtraction Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts to 100. | Number: Addition and Subtraction Add numbers using concrete objects, pictorial reps, and mentally, including: • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers |
| English | | Oscar got the Blame Spelling Year 1 Common exception words | Traditional tales – The Three Little Pigs Compared the traditional tale to an alternative version Nouns Capital letters and full stops | Traditional tales – The Gruffalo Character descriptions and sequencing Adjectives and sentence openers | Traditional tales – Billy Goats Gruff Sentence construction Verbs, adjectives and nouns | Traditional tales – Billy Goats Gruff Sentence construction Verbs (ed) | Irregular past tense verbs |
| Science | <i>Topic Questions: What are the basic needs of a human for health and survival? Why do we need a healthy diet, exercise and good hygiene?</i> | Taking Care – (Humans, Including Humans) How can food be sorted? | Taking Care – (Humans, Including Humans) What foods can we eat for a healthy diet? | Taking Care – (Humans, Including Humans) Why is keeping fit important? | Taking Care – (Humans, Including Humans) Do I know how to keep myself clean? | Taking Care – (Humans, Including Humans) Assessment: Do I know how to keep healthy? | Our Changing World –Living Things and Their Habitats) What is a habitat. Who lives in a habitat? |
| Computing | | Word Using the space bar for finger spaces Save As | Word Using the backspace key to delete text Save As | Word Using the backspace key to delete line breaks Save As | Word Using the return key to make line breaks Save As | Publisher Opening, saving, creating a text box Save As | Publisher Opening, saving, editing font size and colour Save As |
| History / Geog | | Shopping in the Past What sort of shops do we have on the high | Shopping in the Past Can I compare modern shops and | Shopping in the Past Can I use different sources to find out | Shopping in the Past Can I use different sources to find out | Shopping in the Past Can I use different sources to find out | Shopping in the Past Can I show what I have learnt about |

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| | | street? | shops from the past? | about shops and shopping in Victorian Times? Overview | about shops and shopping in Victorian Times? Money Abbey House Trip | about shops and shopping in Victorian Times? Shop fronts | shops and shopping in the past? - Assessment | |
| D.T / Art | | Andy Goldsworthy – Look at Sculptures Look at different sculptures by AG and discuss likes, dislikes, form, materials, creativity. Can I look at and investigate different artwork? What do I like/dislike about it? How has the art work been created? Skills | Andy Goldsworthy – Pencils Sketches Use art pencils to sketch different AG sculptures. Explore form and texture. Can I explore ideas for my own artwork inspired by Andy Goldsworthy? Can I use art pencils to create sketches? Can I look in detail at sculptures and create a pencil sketch of them? | Andy Goldsworthy – Pastel Sketches Use pastels to create sketches of sculptures. Can I use pastels to create artwork inspired by Andy Goldsworthy? | Andy Goldsworthy – Creating Sculptures? Use natural materials to create a sculpture inspired by AG. Which natural materials can I use? How will I create my sculpture? What shape will it be? Will my sculpture be abstract, representational or realistic? | Andy Goldsworthy – Creating Sculptures? Use natural materials to create a sculpture inspired by AG. Which natural materials can I use? How will I create my sculpture? What shape will it be? Will my sculpture be abstract, representational or realistic? | Andy Goldsworthy – Evaluating Critically evaluate my own art work. What did I think of my sculpture? Did I like it? Did I use suitable natural materials? What would I change on my sculpture? | |
| Music Music Express | | | | | Exploration Explore long and short sounds with voices and instruments. Combine long and short sounds to fit in with a steady beat. | Exploration Explore long and short sounds with voices and instruments. Combine long and short sounds to fit in with a steady beat. | | |
| P.E Real PE | | Unit 1 Personal Skills To be able to skip. | Unit 1 Personal Skills To be able to side step with front pivots. | Unit 1 Personal Skills To be able to side step and reverse pivot. | Unit 1 Personal Skills To be able to balance on either leg. | Unit 1 Personal Skills To be able to do 5 squats on either leg. | Unit 1 Personal Skills To be able to balance on one leg with eyes closed. | |
| RE How can we make good choices? | Being a good citizen/neighbour The Good Samaritan | Rules (School/club/class) | Rules in Islam 5 Pillars of Islam | Rules in Christianity | Harvest | Yom Kippur/ Rosh Hashanah | Diwali – How is Diwali celebrated | ? |
| PSHE Mindmate | Goals To know what I am good at and celebrating strengths. To recognise what I need to improve and setting goals. What am I good at? Why am I good at it? What do I find tricky? | Impact of behaviour on others To know that what I do affects other people. To know the impact of my behaviour and actions on others. How will my behaviour affect others? How | Loss - Losing loved objects/pets/people To know how I might feel if I lost something very special and what I can do to feel better. What is special to me? How might I feel if I lost that thing? How could I make myself feel | Recognise what is fair/unfair, right/wrong To understand what is right and wrong, kind and unkind. Bucket filling. What have I done that is kind? What have I done that is unkind? Why is better to be | Beginning to understand empathy and solve friendship problems. To know how to solve a friendship problem with increasing independence. To know that I can't always have my own | Perseverance & not giving up. To build resilience and perseverance. Why is it important to keep practising something? Can I keep going even when something is hard? | | |

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| | How can I get better at it? How will I know I have improved? | would they feel if I was unkind? How will they feel if I am kind? How should I behave with others? | better? Who could help me feel better? | kind than unkind? | way and at time I must compromise. What can I do if I have a problem with my friends? How can I sort it out? What is a compromise? | | |
| Assessment / Display / Assembly / Visits Special Events / INSET etc | | | | | Abbey House Museum | Harvest Assembly | Parents Evening |

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| Maths | Number: Addition and Subtraction Add numbers using concrete objects, pictorial reps, and mentally, including: <ul style="list-style-type: none"> • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers Solve problems with addition: apply their increasing knowledge of mental and written methods. | Number: Addition and Subtraction Add numbers using concrete objects, pictorial reps, and mentally, including: <ul style="list-style-type: none"> • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers | Number: Addition and Subtraction Subtract numbers using concrete objects, pictorial reps, and mentally, including: <ul style="list-style-type: none"> • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers | Number: Addition and Subtraction Subtract numbers using concrete objects, pictorial reps, and mentally, including: <ul style="list-style-type: none"> • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers | Number: Addition and Subtraction Subtract numbers using concrete objects, pictorial reps, and mentally, including: <ul style="list-style-type: none"> • a 2-digit number and ones. • a 2-digit number and 10s. • two two-digit numbers Solve problems with addition: apply their increasing knowledge of mental and written methods. | Consolidation & Problem Solving Solve problems with addition & subtraction: apply their increasing knowledge of mental and written methods. | Consolidation & Problem Solving Solve problems with addition & subtraction: apply their increasing knowledge of mental and written methods. |
| English | Six Dinner Sid Conjunctions | Magic Bike Conjunctions | Magic Bike Letters Introducing letters | Dear Miss Letters (assessed writing) Fantasy stories | Instructions Features of instructions How to make a Paper | Instructions How to make a Bauble | |

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| | | | | Conjunctions | Plate fish and Christingle | | |
| Science All living things and their habitats | Our Changing World –Living Things and Their Habitats) How are living things suited to their habitat? (Why do animals live where they live?) | Our Changing World –Living Things and Their Habitats) Can I compare habitats? | Our Changing World –Living Things and Their Habitats) Can we name and describe some animals that live in different habitats? | Our Changing World –Living Things and Their Habitats) Do I know what different animals eat in their environments? How do they obtain their food? | What is the difference between things that are dead, living and never lived? What do living things have in common? | Assessment | |
| Computing | Publisher Inserting pictures – Save As | Retrieving information Using the internet to find out about shopping in the past (link to History topic) | Retrieving information Using the internet to find out about shopping in the past (link to History topic) | | | | |
| Geography | Knowledge of the World Locating the continents, oceans and seas. Can I locate and name the 7 continents and five oceans of the world? Can I use an atlas to do this? <u>Knowledge</u> -Physical characteristics <u>Skills</u> -Interpret sources -Communicate geographical information | UK – What does the UK look like? Looking at how the land affects how it is used in the UK. Can I describe what the landscape of the United Kingdom is like and say how it affects how we use it? Can I identify different human and physical features of the UK? GIS – Looking at Google maps to learn about features of human and physical features. <u>Knowledge</u> -Physical characteristics -Human characteristics <u>Skills</u> -Interpret sources -Communicate geographical information | UK - What does the UK look like? Where are the different land types in the UK. Can I say what makes the UK the UK? Communicating geography information. Can I make a key? <u>Knowledge</u> -Physical characteristics -Human characteristics <u>Skills</u> -Interpret sources -Communicate geographical information | New Zealand Look at the main human and physical features in New Zealand. Can I find out key facts about New Zealand? Can I identify key physical and human characteristics of New Zealand? Can I compare this to the UK? Homework <u>Knowledge</u> -Physical characteristics -Human characteristics -Processes – physical and human <u>Skills</u> -Fieldwork – collect, analyse, communicate -Interpret sources -Communicate geographical information | Hot and Cold Places Identifying hot and cold areas of the world and the equator. Can I identify where the hot and cold areas of the world are? Why are they hot or cold? Where is the equator? <u>Knowledge</u> -Physical characteristics -Processes – physical and human <u>Skills</u> -Interpret sources -Communicate geographical information | Comparing weather Looking at seasonal weather patterns in the UK and New Zealand and compare the two. Corss-curricular link with DT/Art Calendars. What is the weather like in the four seasons in the UK and New Zealand? <u>Knowledge</u> -Processes – physical and human <u>Skills</u> -Fieldwork – collect, analyse, communicate -Interpret sources -Communicate geographical information | Homework Identify the countries they children have looked at for their homework and weather they are in a hot or cold area of the world. Where have to children studied in terms of linking it to hot and cold areas of the world? Can I identify the hot and cold areas of the world? <u>Knowledge</u> -Processes – physical and human <u>Skills</u> -Interpret sources -Communicate geographical information |
| D.T / Art | | Investigating | Investigating | Designing | Designing | Making | Evaluating |

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| | | Fruit tasting – comparing taste, looks and textures. | Fruit tasting – comparing taste, looks and textures. | Designing a smoothie Including ingredients and equipment needed. What fruit combinations do we think will taste better together? | Designing a smoothie Including ingredients and equipment needed. What fruit combinations do we think will taste better together? | Making a smoothie Cutting, slicing, mixing, pouring and blending skills | Evaluating smoothies What fruit combinations worked better together? |
| Music Music Express | Feel the Pulse – Intro Know what is meant by a steady beat and rhythm. | Feel the Pulse – Exploration Know what is meant by a steady beat and rhythm. | | Feel the Pulse – Exploration Combine beat and rhythm using percussion instruments. | Feel the Pulse – Bring it all together Know how to create rhythm patterns based on words and phrases. Use beats and rhythm to accompany chants and songs. | | |
| P.E Real PE | Unit 2 – Social Skills To jump forwards , backwards, side to side with rhythm. | Unit 2 – Social Skills To jump with a quarter turn in one direction. | Unit 2 – Social Skills To jump with a quarter turn in any direction. | Unit 2 – Social Skills To be able to balance with no hands or feet down. | Unit 2 – Social Skills To be able to balance with no hands or feet down. | Unit 2 – Social Skills To be able to balance with no hands or feet down passing equipment. | |
| RE How are important events and celebrations remembered and why? | Remembrance Day | Guru Nanak’s Birthday 551 st 12.11.19 | Special Times – all the different special times the chn have in their life. | Advent | Christingle | Hannukah | Christmas Story/symbols |
| PSHE Keeping safe & managing risk | <u>Keeping safe in the home</u> To learn about dangers in the home (kitchen and bathroom). To know how to stay safe around dangers in the home. What might cause me harm in the kitchen/bathroom? How can I stay safe in these rooms? What should I not touch? | <u>Keeping safe outside</u> To know how to stay safe in outside environments (busy street, shopping centre, park). What re the dangers in these outside places? What should I do if I lose my grown up? Who can I trust to help me? How can I stay safe outside? | <u>Road Safety</u> To know how to be safe on the roads. Who should help me cross a road? How can I safely cross a road? How should I behave near roads to keep myself safe? | | | | |
| Online Safety | | | | What is safe/unsafe to access online and what to do if you are | Learning that anything that is put online leaves a digital | | |

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| Assessment / Display / Assembly / Visits Special Events / INSET etc | | | | Christmas Production – Rehearsals | Christmas Production – Rehearsals | Christmas Production | |