

MEDIUM TERM PLANNING Autumn 1
Marsh Green Primary School



Year 2	Autumn Term 1						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 1 Planning a Day Out	Make a Difference Week	Reading: - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - be introduced to non-fiction books that are structured in different ways - understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher, checking that the text makes sense to them as they read and correcting inaccurate reading - make inferences on the basis of what is being said and done, answering and asking questions, predicting what might happen on the basis of what has been read so far, participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explore a descriptive text - role play to generate ideas / vocabulary for a letter Writing: - Writing and up-levelling: a simple sentence to describe, a story linked to a class text, detailed descriptions, a narrative about a real / imagined adventure, a report about a class visit OR A report about something in the wider curriculum, a list of top tips for planning a day out, a letter to the Head Teacher requesting a school trip and a simple letter of enquiry - identify nouns, adjectives and verbs and use nouns, adjectives and verbs to add detail - use co-ordinating connectives (conjunctions) to join words and clauses: and, but, or - punctuate sentences: exclamation marks and question marks - use different sentence forms: statement, question, command - use the simple past tense (verb suffixes: -ed) and use the present tense - segment spoken words into phonemes and representing these by graphemes, spelling many correctly - learn new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learn to spell common exception words, words with contracted forms - distinguish between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly - write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far Handwriting: - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined - 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 Revisit: - saying and writing simple sentences - joining words and clauses using 'and' - punctuating sentences using a capital letter and full stop - beginning to punctuate sentences using a question mark or exclamation mark - using capital letters for people, places and the pronoun 'I'					

Maths Number and Place Value Addition and Subtraction		Children will learn to: - count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s (year 1) - identify, represent and estimate numbers using different representations, including the number line - recognise the place value of each digit in a 2-digit number (10s, 1s) - compare and order numbers from 0 up to 100; use < , > and = signs - count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 - recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot - solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures - solve problems with addition and subtraction: applying their increasing knowledge of mental and written methods - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 1s - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a 2-digit number and 10s - add and subtract numbers using concrete objects, pictorial representations, and mentally, including: two 2-digit numbers - add and subtract numbers using concrete objects, pictorial representations and mentally, including: adding three 1-digit numbers					
Science Living in Habitats		To identify living things Children will learn to: - identify some processes which indicate that animals and plants are alive and to group organisms into living and non-living things. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To understand that living things need to survive in a suitable habitat Children will learn to: - identify the key features of a habitat, what animals and plants need to survive in them and to group animals by their habitats. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To explore living things that live in seaside habitats Children will learn to: - identify features of seaside habitats and discuss which plants and animals might live in these habitats and where. They will also sort organisms into those found in seaside habitats, and those found in other habitats. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To explore living things that live in an unfamiliar habitat Children will learn to: - identify characteristics of animals which give clues about the habitats they live in, discuss what a variety of habitats are like, and describe how organisms are adapted to suit their habitat. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions	To explore and describe a micro-habitat Children will learn to: - describe micro-habitats and the organisms that live in them, explore micro-habitats and describe and categorise mini-beasts, according to their characteristics. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - identifying and classifying - using their observations and ideas to suggest answers to questions	To explore food chains in a habitat Children will learn to: - understand how organisms in a habitat are dependent upon one another, how these dependencies can be shown as food chains and make food chains. Children will learn to work scientifically by: - asking simple questions and recognising that they can be answered in different ways - identifying and classifying - using their observations and ideas to suggest answers to questions - gathering and recording data to help in answering questions

MEDIUM TERM PLANNING Autumn 1

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Computing Technology Around Us		To recognise the uses and features of information technology Children will learn to: - describe some uses of computers - identify examples of computers - identify that a computer is a part of information technology	To identify information technology in the home Children will learn to: - explain the purpose of information technology in the home - move and resize images - open a file	To identify information technology beyond school Children will learn to: - compare types of information technology - find examples of information technology - explain different uses of information technology	To explain how information technology benefits us Children will learn to: - demonstrate how information technology is used in a shop - explain how information technology helps people - recognise that information technology can be connected	To show how to use information technology safely Children will learn to: - list different uses of information technology - recognise how to use information technology responsibly - explain how those rules/guides can help them	To recognise that choices are made when using information technology - Children will learn to: explain simple guidance for using information technology in different environments and settings - identify the choices that they can make when using information technology
History Florence Nightingale		To find out who Florence Nightingale was and when she lived Children will learn to: - identify the time period when Florence Nightingale lived - understand the expectations made on a rich woman in Victorian times - equate Florence Nightingale's ambition with their own ideas about what they want to be when they grow up	To explore why Florence Nightingale went to Scutari and what hospital conditions were like when she got there Children will learn to: - understand the reasons why Florence Nightingale travelled to the Scutari hospital - explain what the journey would have been like and why - describe the conditions Florence Nightingale and the other nurses were met with when they reached Scutari	To understand how Florence Nightingale improved the conditions at the Scutari hospital Children will learn to: - identify some of the changes Florence Nightingale made at the Scutari hospital - explain how these changes helped the patients at the hospital - compare the Scutari hospital before and after Florence Nightingale's arrival	To explore Florence Nightingale's later life Children will learn to: - recognise why Florence Nightingale became famous - describe some of the things Florence Nightingale contributed to nursing in her later life - compare famous people today to Florence Nightingale	To identify similarities and differences between medical care now and in Victorian times Children will learn to: - identify similarities and differences between nurses today and in the time of Florence Nightingale - identify differences in general medical care today and in Victorian times - describe some basic first aid	To order and summarise events in the life of Florence Nightingale Children will learn to: - recall and describe the main events in Florence Nightingale's life - use words relating to the passing of time, e.g. before, after, next - order events chronologically
DT Perfect Pizzas		To find out what the favourite pizzas in the class are Children will learn to: - identify the different parts of a pizza - sort foods into different food groups	To examine, describe and categorise a variety of bread-based products Children will learn to: - name and describe a variety of breads - say which breads they like	To examine, describe and categorise a variety of pizza toppings Children will learn to: - name and describe a variety of toppings - state their opinions and preferences about different toppings - understand eating healthily means having a balanced		To design a balanced healthy pizza Children will learn to: - understand that pizzas can be part of a healthy diet - design a healthy pizza - identify what	To make and evaluate a food product based on a design Children will learn to - identify and follow rules for food safety and hygiene - follow a design to make a pizza

MEDIUM TERM PLANNING Autumn 1

Marsh Green Primary School



		discuss different types of pizzas and begin to categorise them into healthy and unhealthy	use the features of the bread to decide if it is fit for purpose	diet		ingredients and tools they will need to make their pizza	evaluate their finished products and say what they think and feel about them
RE Big Question: Can stories change people? Why did Jesus tell stories?		Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	Children will learn to: - read and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come - explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response, using words, music, art or poetry - find out about questions of right and wrong and begin to express their ideas and opinions in responses - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves
PSHE Healthy Bodies		Children will learn: - the facts and science relating to allergies, immunisation and vaccination - the characteristics and mental and physical benefits of an active lifestyle	Children will learn: - simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies - the importance of building regular	Children will learn: about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing		Children will learn: - that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact - to understand the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe	

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			exercise into daily and weekly routines and how to achieve this the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.				
Music Hands, Feet, Heart		Children will learn to: - find the pulse in different pieces and respond through movement - understand that pulse is the heartbeat of music - recognise that pulse is different to rhythm - perform a South African song from memory	Children will learn to: - clap back rhythms / clap word rhythms based on names, colours, animals...etc. - recognise how songs are sometimes structured – e.g. verse/chorus, question and answer.... etc. - perform a South African song from memory	Children will learn to: - play instrumental parts in time and with accuracy using 3 notes (G, A + C) - perform a South African song from memory	Children will learn to: - improvise with one note (C) - compose a simple melody using simple rhythms and perform it (use notes C + D or C + D + E) - perform a South African song from memory	Children will learn to: - recognise and name at least 2 instruments, when listening - identify high and low sounds when listening, singing or playing and know that this is pitch - learn a South African song from memory	Children will learn to: - comment on music they are introduced to / their own musical performances – say what they like/ don't like and how the music makes them feel - perform a South African song from memory
Sports Games		Lesson 1 – Circle Games Children will learn to: - Be confident and safe in the spaces used to play games - Move fluently, changing direction and speed easily and avoiding collisions		Lesson 2 & 3 – Stuck in the mud! Children will learn to: - Improve the way they coordinate and control their bodies - Show a good awareness of others in running,. Chasing and avoiding games, making simple decisions about when and where to run - Perform throwing and catching skills with control			
Gym Parts high and parts low		Children will learn to: - Travel and balance confidently showing different parts of the body high or low - Demonstrate being close to or far away from the floor and apparatus and show contrasts in shape and speed - Link three movements together smoothly in a planned sequence - Adapt and transfer work safely from the floor to the apparatus					