

Year 2	Autumn Term 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English Mission 2 The Silver Box	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 - use role-play to generate imaginative answers to questions Writing: - writing and up-levelling: a clear set of simple instructions, a newspaper report linked to a class text or another area of the school curriculum, a fact file including key questions and answers (ensuring to add detail using who, what, when, where, why, how) an imaginative story with a lesson at the end (adding detail using who, what, when, where, why, how) - identify and use imperative/'bossy' verbs - employ nouns, adjectives and adverbs to add detail to description - up-level instructions (add warnings) - up-level a story - 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						

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Maths Money Multiplication and Division	Children will learn to: - recognise and know the value of different denominations of coins and notes (year 1) - recognise and use signs for pounds (£) and pence (p); combine amounts to make a particular value - find different combinations of coins that equal the same amounts of money - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change - solve one-step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher (year 1) - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (×), division (÷) and equals (=) signs - solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts - recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers					
Science Growing Plants	To understand that different seeds grow into different plants and to describe them Children will learn to: - understand that seeds grow into plants - name some plants that grow from seeds - understand that seed packets tell us what seeds need to grow Children will learn to work scientifically by: - identifying and classifying - using their observations and ideas to suggest answers to questions - asking simple questions and recognising that they can be answered in different ways	To understand that plants can be grown from bulbs Children will learn to: - recognise that plants grow from seeds and bulbs - name some plants that grow from bulbs - explain why some plants need to grow from a bulb Children will learn to work scientifically by: - identifying and classifying - using their observations and ideas to suggest answers to questions - asking simple questions and recognising that they can be answered in different ways	To explain why and how seeds are dispersed Children will learn to: - explain why seeds need to be dispersed - explain why fruits have so many seeds - describe some of the ways in which seeds can be dispersed Children will learn to work scientifically by: - identifying and classifying - using their observations and ideas to suggest answers to questions - asking simple questions and recognising that they can be answered in different ways	To plan, carry out and evaluate an investigation into the conditions that affect germination Children will learn to: - ask questions that can be investigated scientifically and suggest how to answer them - plan and carry out an investigation, making sure it is a fair test - evaluate their results and conclusions Children will learn to work scientifically by: - identifying and classifying - using their observations and ideas to suggest answers to questions - asking simple questions and recognising that they can be answered in different ways - observing closely, using simple equipment - performing simple tests - gathering and recording data to help in answering questions	To observe and describe how a plant changes as it matures Children will learn to: - explain how their plant has changed over time - use and apply scientific words to explain each stage of the plants development (e.g. 'germination', 'growth', 'leaves', 'stem', 'shoots', 'roots') - identify what a plant needs to grow Children will learn to work scientifically by: - identifying and classifying - using their observations and ideas to suggest answers to questions - asking simple questions and recognising that they can be answered in different ways	
Computing Digital Photography	To know what devices can be used to take photographs Children will learn to: - capture digital photos and talk about their experience - sort devices into old and	To use a digital device to take a photograph Children will learn to: - explain the process of taking a good photograph - explain why a photo looks better in portrait	To describe what makes a good photograph Children will learn to: - discuss how to take good photograph - identify what is wrong with a photograph - improve a photograph	To decide how photographs can be improved Children will learn to: - experiment with different light sources - explore the effect that light has on a photo	To use tools to change an image Children will learn to: - explain their choices - recognise that images can be changed - use a tool to achieve a desired effect	To recognise that images can be changed Children will learn to: - apply a range of photography skills to capture a photo - identify which images are real and which have been changed - recognise which images have been changed

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	new talk about how to take a photograph	or landscape format take photos in both landscape and portrait format	by retaking it	focus on an object		
Geography Let's Go To The Jungle	To locate jungles around the world and begin to describe them Children will learn to: - use straightforward directional language to describe the locations of features on a map - use geographical vocabulary to refer to the features of jungles - begin to use maps to identify and locate continents and countries	To identify some features and weather of Indian tropical seasonal forests Children will learn to: - explain seasonal changes in weather in a jungle region - relate plant growth to seasonal weather changes - explain how plants grow during the wet/dry seasons in seasonal tropical forests	To identify the locations of mangroves and describe their features and weather Children will learn to: - use geographical vocabulary to describe locations and features of mangroves - explain how tides change mangroves - identify and describe some plants and animals found in mangroves	To identify the locations and features of cloud forests Children will learn to: - identify and describe locations of cloud forests using directional language and/or compass points - use geographical vocabulary to describe some features of cloud forests - understand and explain how the weather/climate of cloud forests helps certain plants grow	To compare British woodland to a tropical jungle Children will learn to: - identify ways in which seasonal weather affects the growth of plants in UK woodlands - compare a UK region to another part of the world - organise their ideas about two regions and describe some similarities and differences	To summarise what has been learned about the locations, weather and geographic features of jungles Children will learn to: - describe some geographic features of tropical forests - describe similarities and differences between UK woodland and tropical forests - identify seasonal weather changes of tropical forest regions, and begin to suggest ways in which this weather affects their growth
Art Henri Rousseau	To understand about the life of the artist Henri Rousseau Children will learn to: - explain who Henri Rousseau was - describe what skills he used - describe a Henri Rousseau painting	To explore and use the skills and techniques used by Henri Rousseau Children will learn to: - discuss the artist Henri Rousseau - recall the skills Henri Rousseau used to create his art - explain the skills they used to create their own pieces of art	To understand the meaning of Henri Rousseau's genre, Portrait-Landscape Children will learn to: - describe the features of the genre Portrait-Landscape - use Rousseau's skills to create a landscape portrait - use their knowledge to answer questions about Rousseau's artistic style	To understand about the animals in Rousseau's paintings Children will learn to: - explain how they feel after looking at Rousseau's paintings - explain why Rousseau was inspired to paint certain animals - create an animal mask in the style of Rousseau	To use their imaginations and skills to paint their own pieces of art. Children will learn to: - recall the facts they have learnt about the artist Henri Rousseau - create a Rousseau-inspired painting using the skills and techniques they have learned	
RE Big Question: Can stories change people?	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,,	Children will learn to: recall and name different beliefs and practices, including festivals, worship, rituals and ways of life,,

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How does special food and fasting help people in their faith?	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews	in order to find out about the meanings behind them - recognise some different symbols and actions which express a community's way of life, appreciating some similarities between different communities - observe and recount different ways of expressing identity and belonging, responding sensitively for themselves - notice and respond sensitively to some similarities between different religions and worldviews
PSHE Different Types of Families	Children will learn to: understand that families are important for children growing up because they can give love, security and stability	Children will learn to: - recognise that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care - understand the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives		Children will learn to: - know that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up - recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed		Children will learn to: understand that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	
Music Out of the Ark Christmas Performance	Children will learn to: - find the pulse in different pieces and respond through actions/ dance - understand that pulse is the heartbeat of music - recognise that pulse is different to rhythm - learn to sing a	Children will learn to: - clap back rhythms / clap word rhythms based on names, colours, animals...etc. - sing together in time to the music - learn to sing a Christmas song incorporating improvisation	Children will learn to: - improvise with words to a backing track - learn to sing a Christmas song incorporating improvisation	Children will learn to: - identify high and low sounds when listening, singing or playing and know that this is pitch - start to understand how pitch, pulse and rhythm work together when singing - learn to sing a Christmas song	Children will learn to: - recognise and name some of the instruments/ voice types they hear - learn to sing a Christmas song incorporating improvisation	Children will learn to: - learn to sing a Christmas song incorporating improvisation - 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	

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	Christmas song			incorporating improvisation		
Sports	Lesson 4 – Catch!		Lesson 5 & 6 – Racket Skills			
Games	Children will learn to: - improve the way they coordinate and control their bodies and a range of equipment - choose and use tactics to suit different situations		Children will learn to: - improve the way they coordinate and control their bodies and a range of equipment - perform a range of throwing, striking and catching skills with control - recognise good quality in performance			
Autumn 2 Dance The cat, balloons & reach for the stars	The cat Children will learn to: - use different levels, directions and speeds - touch, feel, listen to different stimuli in order to share language, ideas, images and initial movement responses - improvise an idea – display an immediate response - choose appropriate movements to convey the dance idea		Balloons Children will learn to: - work alone with guidance from the teacher to create movement ideas in response to the stimuli - create a dance using a range of basic actions - select movements to create a dance and understand the structure of the dance - work co-operatively with a partner to create short dance phrases - talk about the dance and why they liked it, using appropriate vocabulary		Reach for the stars Children will learn to: - use a range of basic dance actions with understanding - choose and link actions appropriate for the dance idea - demonstrate strong/light, quick/slow movements - work in pairs, experiencing different relationships - describe what happens to their breathing and their body temperature	