

Medium term Planning

YEAR 2	London and The Great Fire	Island Life	Our Animal World
	What is life like in London and how has it changed since the Great Fire?	How does the island that we live on compare to another?	Why are animals different?
	AUTUMN	SPRING	SUMMER
English	All children to be part of the RWInc programme. Additional English to be taught across all areas of the curriculum, through writing in science, R.E., geography and history. In addition, opportunities for independent writing following experiential opportunities e.g. storytelling, visual stimuli, drama, visits and visitors.		
Grammar (within English)	Year 2 <ul style="list-style-type: none"> • Subordination (using when, if, that, because) and co-ordination (using or, and, but) • Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]. • How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command. • Correct choice and consistent use of present tense and past tense throughout writing. • Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences. • Commas to separate items in a list. • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns. (the girl's name.) 		
Grammar/Phonics (discreet)	Year 2 <ul style="list-style-type: none"> • Correct choice and consistent use of present tense and past tense throughout writing. • Formation of adjectives using suffixes such as -ful, -less. • Use of the suffixes -er, -est in adjectives and the use of -ly in Standard English to turn adjectives into adverbs. • Formation of nouns using suffixes such as -ness, -er and by compounding [for example, whiteboard, superman]. 	Year 2 <ul style="list-style-type: none"> • Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]. • Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]. 	Year 2 <ul style="list-style-type: none"> • Revision of all objectives

Numeracy	<p>Number and place value Mental addition and subtraction Mental multiplication and division Properties of shapes Number and place value Position and direction Measurement</p>	<p>Number and Place Value Addition and Subtraction Multiplication and Division Properties of Shape Position and Direction Fractions, ratio and proportion Statistics</p>	<p>Number and Place Value Addition and Subtraction Statistics Properties of Shape Measurements Fractions, ratio and proportion</p>
Geography	<p>Name and locate cities in the UK. Know where London is on the map.</p>	<p><u>Life on islands in different parts of the world</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use basic geographical vocabulary to refer to physical and human features. Identify seasonal and daily weather patterns across the world. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><u>Comparing the different continents and animals that live there.</u> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use basic geographical vocabulary to refer to physical and human features. . Identify seasonal and daily weather patterns across the world. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. Name and locate the world's seven continents and five oceans.</p>
History	<p><u>History of London and the Great Fire of London</u> Events beyond living memory that are significant nationally or globally. The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys)</p>		
Science	<p><u>Everyday Materials</u> Find out how shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretching. Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>	<p><u>Plants and Trees</u> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><u>Animals and habitats & Animals including humans</u> Note that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.</p>
RE	<p>Believing/ story: Christianity and Judaism</p>	<p>Christianity and Judaism- leaders and teachers</p>	<p>Symbols: Christianity and Judaism</p>

Computing	<p style="text-align: center;"><u>We are astronauts</u></p> <ul style="list-style-type: none"> Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs. <p><u>We are games testers</u></p> <ul style="list-style-type: none"> Understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Use logical reasoning to predict the behaviour of simple programs. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private. 	<p><u>We are detectives:</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies. <p><u>We are researchers</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies. 	<p><u>We are photographers</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school. Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies. <p><u>We are zoologists:</u></p> <ul style="list-style-type: none"> Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Recognise common uses of information technology beyond school Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when we have concerns about content or contact on the internet or other online technologies.
	D&T	<p style="text-align: center;"><u>Designing a New Bread</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Evaluate their ideas and products against design criteria. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products.</p>	<p style="text-align: center;"><u>Design an island</u></p> <p>Design purposeful, functional, appealing products for themselves and other users based on design criteria. Evaluate their ideas and products against design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products.</p>
<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p style="text-align: center;"><u>Making a New Healthy Bread</u></p> <p>Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.</p>		<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p style="text-align: center;"><u>Considering where food comes from and the differences from food around the world.</u></p> <p>Understand where food comes from.</p>	<p style="text-align: center;"><u>Cooking and Nutrition</u></p> <p style="text-align: center;"><u>What food do we get from animals?</u></p> <p>Understand where food comes from.</p>

Art & Design	<u>Houses created with charcoal</u> Use a pencils and charcoal creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.		<u>Georgia O'Keeffe - Flower art</u> Use a range of materials creatively to design and make products. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		<u>Animal patterns</u> Use a range of materials creatively to design and make animal pattern materials. Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	
Music	Music Express					
PE	Games -dribbling and kicking Gym- Unit 1 pathways Dance- Balloons reach for the stars		Unit 1 Throwing and catching Gym spinning, turning and twisting Dance -Hawaiian Dance		Games- hockey & making up games Gym- Linking movements Dance- Animal dance	
PSHE	New Beginnings	Getting on/Falling OUt	Going for Goals	Good to be Me	Relationships	Changes
SMSC	SMSC will be a consideration throughout all curriculum areas, and any particular issues that arise will be addressed during class circle time.					
CLE	Visit to Theatre Royal		Walk in the Local Area		Dartmoor Zoo	