Year 2 Autumn 2
Medium Term Plan

Light Up the Night						
	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Themed Weeks						
Events						
Maths	**Place Value and Number** Estimating, counting and comparing quantities	**Addition and Subtraction** Using recall of addition and subtraction facts and mental calculation strategies	**Multiplication and Division** Repeated addition and subtraction, arrays, grouping, lots of, number line, and using times table facts	**Geometry** 2D and 3D shapes Position, Direction and Motion **Fractions** Finding fractions of quantities, shapes and sets of objects	**Measure (Time)** O'clock, half past on an analogue clock	**Statistics** Solving problems that involve collecting data in tallies, tables and pictograms
Guided Reading	**Gunpowder Plot** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills	**Sparks in the Sky** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills	**Bright is Right** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills	**Bats** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills	**Anansi and the Sky Kingdom** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills	**Aladdin** **Monday**: Vocabulary Acquisition **Tuesday**: Retrieval and Inference Development **Wednesday:** Skill **Thursday and Friday :** Independent application of above skills
Writing	**Florence Nightingale Information texts**	**Funny Bones**	**Funny Bones**	**Non-chronological report (nocturnal animals)**	**Anasi and the Sky Kingdom**	**Anasi and the Sky Kingdom**
GPS GM	Apostrophes (omission and possession) **Assertive spelling 2.7 apostrophe - contraction**	Conjunctions (subordination) **Assertive spelling 2.8 - apostrophe - contraction**	Commas in a list or Speech marks **Assertive spelling 2.9 apostrophe - possession**	Conjunctions (coordination) **Assertive spelling 2.10 - y sounding eye**	Suffixes (-ness, -er) **Assertive spelling 2.11 - y sounding ee**	Suffixes (-est, -ful) **Assertive spelling 2.12 ey sounding ee**
Handwriting	Follow Teach handwriting scheme	Follow Teach handwriting scheme	Follow Teach handwriting scheme	Follow Teach handwriting scheme	Follow Teach handwriting scheme	Follow Teach handwriting scheme
PSHE	**Celebrating Differences Boys and Girls**	**Celebrating Differences Boys and Girls**	**Celebrating Differences**	**Celebrating Differences**	**Celebrating Differences Making a New Friend**	**Celebrating Differences**

MH	I am starting to understand that people make assumptions about boys and girls I understand some of the ways in which boys and girls are similar	I am starting to understand that people make assumptions about boys and girls I understand some of the ways in which boys and girls are similar	**Why Does Bullying Happen?** I understand that bullying is sometimes about difference I can tell you how someone who is bullied feels I can be kind to children who are being bullied	**Standing Up for Myself and Others** I can recognise what is right and wrong I know how to look after myself I know how and when to stand up for myself and others. I know how to get help if I am being bullied.	I know some ways to make new friends I know how it feels to be and have a friend	**Celebrating Difference and Still Being Friends** I can tell you some ways I am different from my friends I understand these differences make us all special and unique
Science **FB**	**Animals including Humans** Lesson 7: Compare the types of food that different animals require. completed in A1	**Animals including Humans** Lesson 8: Explain the concept of humans' need for clean water and why this is not so important for other animals. FB - week 2	**Animals including Humans** Lesson 9: Categorise food types and explain why each group is important to humans. FB	**Animals including Humans** Lesson 10: Create a weekly menu and exercise programme for someone your age. FB	**Animals including Humans** Lesson 11 and 12: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Explain why the sense of touch may be important to a blind person. Suggest some adjustments that could be made around school for a blind or deaf person. FB	**Animals including Humans** Lesson 11 and 12: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Explain why the sense of touch may be important to a blind person. Suggest some adjustments that could be made around school for a blind or deaf person. FB
RE **MB**	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity	**Christmas – Jesus as a gift from God** Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? Religion: Christianity
History	**Aut 1**					
Geography **BD**	**Describing Maps & Continents of the World** ● Ask and answer geographical questions ● Use compass directions What is a globe?	**Describing Maps & Continents of the World** ● Use world maps, atlases and globes to identify the United Kingdom	**Describing Maps & Continents of the World** ● Use aerial images and plan perspectives to recognise landmarks	**Describing Maps & Continents of the World** ● Name and locate the world's continents and oceans	**Describing Maps & Continents of the World** Understand geographical similarities and differences	**Describing Maps & Continents of the World** ● Ask and answer geographical questions Explain the difference between:

	What is a map? What is an atlas? What is a satellite image? Label a compass rose showing: north, south, west and east. Label an image of Earth showing: north, south, west and east. Label an image of Earth showing: North Pole, South Pole, axis, equator, northern hemisphere and southern hemisphere.	Use an atlas and explain the method to find the: • United Kingdom • five oceans • seven continents	Recommend the best technique to track the course of a hurricane. True or false? Maps are more detailed than globes. Do you agree? Satellite images are not very useful for giving day-to-day **Techniques** directions from one place to another. Compare and contrast a map of Earth with a satellite image. Point out the main differences between a globe and a map.	● Locate and mark on a map the seven continents and the five oceans. What are the closest seas to the United Kingdom? Organise the continents in order of size. Organise the oceans in order of size. Which best describes the location of the continent of Africa: • the second biggest continent • a continent in the northern and southern hemisphere • a poor continent?	● Ask and answer geographical questions What is the part of the Earth's crust that is not submerged by water? What is a continent? Which is the biggest continent? What does 'saline' mean?	• a continent and a country • an ocean and a sea. What is a country? Which continent is uninhabited? Explain why Antarctica is not inhabited True or false? Countries would not exist without people but continents would.
D & T	**Aut 1**					
Art & Design **JN**	**Giorgio Morandi** ● Explore ideas and collect visual information. ● Explore different methods and materials as ideas develop. Look at work of Morandi and key artist biography. Identify key features in Morandi's paintings. Use of pale, colour families, and shadow. Is his style realistic or abstract? What do you like about it? What materials do you think he used? Introduce the idea of a still life observational painting/drawing. Select a Morandi painting and create a colour study, matching the colours using collage pieces from magazines etc. How do Morandi's colours make you feel?	**Giorgio Morandi** ● Show different tones How does Morandi use light in his paintings? Can you work out where the light would be shining from? Explore how a light source changes an image. Use torches and a still life object e.g. apple and explore how shining the light from different positions changes the light and shadow. Practise sketching an object e.g. apple with a light source in different locations. How does it change what you see? Model shading to create tints and tones using a pencil.	**Giorgio Morandi** ● Add white to colours to make tints and black to colours to make tones. ● Create colour wheels Recap colour theory and chn's understanding of primary and secondary colours from Y1. How are these colours made? Introduce the vocabulary of tints and tones. Explore tints and tones by adding white and black to a base colour. What different effects does this create? Which of these colours do you think Morandi would use? Why?	**Giorgio Morandi** ● Draw lines of different sizes and thickness. Have a selection of objects for chn to use as a still life.Ideally, these should be simple, 1 or 2 colours and without much decoration. Chn could also bring in objects from home. In pairs or small groups chn can set up their still life composition and use a light to create a shadow. Sketch the still life composition and plan what colours will be used, these could be taken from life or changed for a more Morandi effect.**Take a photo of each group's composition and print for next week.**	**Giorgio Morandi** ● Draw lines of different sizes and thickness. ● Paint (own work) neatly following the lines. ● Use thick and thin brushes. Sketch then paint a final still life painting using the photographed composition from last week. Remind chn to show light and dark areas by using tints and tones of colour. Gallery Walk and to feedback. Which portraits remind you of Morandi? Why?	**Giorgio Morandi** ● Draw lines of different sizes and thickness. ● Paint (own work) neatly following the lines. ● Use thick and thin brushes. Sketch then paint a final still life painting using the photographed composition from last week. Remind chn to show light and dark areas by using tints and tones of colour. Gallery Walk and to feedback. Which portraits remind you of Morandi? Why?

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Music	Pattern (Exploring Beat) Lily Pad Lakes To perform three and four patterns	Pattern (Exploring Beat) Lily Pad Lakes To perform three and four patterns	Pattern (Exploring Beat) Insect Leg Dance To learn lyrics and perform a song	Pattern (Exploring Beat) Insect Leg Dance To learn lyrics and perform a song	Pattern (Exploring Beat) Insect Ball To identify three and four patterns in music	Pattern (Exploring Beat) Insect Ball To identify three and four patterns in music	
Computing	**Program** To understand that an algorithm is a process that consists of a series of steps that achieves a specific goal. To understand algorithms can describe everyday activities and can be followed by humans and computers.	**Program** To understand that algorithms are made up of steps. To know that steps can be repeated. To understand that computers need more precise instructions than humans do.	**Program** To use digital drawing tools (Scratch) to create images.	**Program** To program a simple animation involving movement.	**Program** To write a simple program that produces an output (text).	**Program** To combine images and text to create a simple animation.	
PE	**Personal Skills** Warm-up: Rock, paper, scissors Skill: Coord: footwork - challenges Skill Application: Matching Pairs Review: Time share	**Personal Skills** Warm-up: Rock, paper, scissors Skill: Coord: footwork - challenges Skill Application: Follow the leader Review: Time share	**Personal Skills** Warm-up: Rock, paper, scissors Skill: Coord: footwork - challenges Skill Application: Matching Pairs Review: Time share	**Personal Skills** Warm-up: Stuck in the mud Skill: Static balance: 1 leg - challenges Skill Application: Balloon balance Review: Time share	**Personal Skills** Warm-up: Stuck in the mud Skill: Static balance: 1 leg - challenges Skill Application: mirror image Review: Time share	**Personal Skills** Warm-up: Stuck in the mud Skill: Static balance: 1 leg - challenges Skill Application: Balloon balance Review: Time share	
Spanish	**Numbers** To count up to 15 by listening to a song.	**Numbers** To recognise numbers up to 15 when doing activities related.	**Numbers** To write numbers up to 15 with scaffolding.	**Age** To ask how old someone is and give their own age.	**Age** To revisit how to ask and give age by playing games.	**Numbers and Age** To implement knowledge of age and numbers in learning stations.	