



# Autumn 2020 Medium Term Plan

## Year 2

Subject	What we will know ...
English	<p><u>Fiction - Tale of a Quest</u></p> <ul style="list-style-type: none"> <li>○ Focus - Setting</li> <li>○ Demarcate sentences using capital letters, full stops, exclamation marks and question marks.</li> <li>○ Writing sentences with 'ing' suffixes</li> <li>○ Segmenting spoken words into phonemes and representing them by graphemes, spelling many correctly</li> <li>○ Learning how to spell common exception words</li> <li>○ Form lower case letters of the correct size relative to one another</li> </ul> <p><u>Non-fiction - Instructions</u></p> <ul style="list-style-type: none"> <li>○ Writing for different purposes</li> <li>○ Using commas and making lists</li> </ul> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>○ We will follow the Phonic programme, Read, Write, Inc to decode familiar and unfamiliar words</li> <li>○ Predicting</li> <li>○ Questioning</li> <li>○ Visualising</li> </ul>
Mathematics	<p><u>Number and Place Value</u></p> <ul style="list-style-type: none"> <li>○ Count in steps of 2,3 and 5 from 0, and in tens from any number, forward and background</li> <li>○ Recognise the place value of each digit in a two-digit number (tens, ones)</li> <li>○ Identify, represent and estimate numbers using different representations, including the number line</li> <li>○ Compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs</li> <li>○ Read and write numbers to at least 100 in numerals and in words</li> <li>○ Use place value and number facts to solve problems</li> </ul>

	<p><u>Number and Calculation</u></p> <ul style="list-style-type: none"> <li>○ Solve problems with addition and subtraction</li> <li>○ Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100</li> <li>○ Add and subtract numbers using concrete objects, pictorial representations, and mentally.</li> <li>○ Show that addition of two numbers can be done in any order and subtraction of one number from another cannot</li> <li>○ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</li> <li>○ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers</li> <li>○ Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication(x), division (<math>\div</math>) and equals (=) signs</li> <li>○ Show that multiplication can be done in any order and division of one number by another cannot</li> <li>○ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</li> </ul> <p><u>Geometry</u></p> <ul style="list-style-type: none"> <li>○ Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</li> <li>○ Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</li> <li>○ Identify 2-D shapes on the surface of 3-D shapes</li> <li>○ Compare and sort common 2-D and 3-D shapes and everyday objects</li> </ul> <p><u>Fractions</u></p> <ul style="list-style-type: none"> <li>○ Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape, set of objects or quantity</li> <li>○ Write simple fractions eg <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of two quarters and one half</li> </ul>
Science	<p><u>Animals including humans</u></p> <ul style="list-style-type: none"> <li>• Understand that animals, including humans, have offspring which grow into adults</li> <li>• Describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul> <p><u>Living things in their habitats</u></p> <ul style="list-style-type: none"> <li>• Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>• Identify and name a variety of plants and their animals in their habitats, including micro-habitats</li> <li>• Describe how animals obtain food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</li> </ul>
Computing	<p><u>Document Creation and Editing</u></p> <ul style="list-style-type: none"> <li>○ Use technology purposefully to create, organise, store, manipulate and retrieve digital content</li> </ul> <p><u>Animation</u></p> <ul style="list-style-type: none"> <li>○ Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>
Geography	<p><u>Compare and contrast locations: Why don't penguins need to fly?</u></p> <ul style="list-style-type: none"> <li>• Identify, recognise and describe the key geographical features of the Antarctic environment</li> <li>• Identify ways in which penguins are adapted to the Antarctic environment</li> <li>• Identify countries in Africa which lie within the Sahara Desert.</li> <li>• Explain why Antarctica is a desert despite it being the coldest place on Earth</li> <li>• Describe ways that the Arctic region and North Pole is similar to and different from (compare and contrast) Antarctica and the South Pole and offer reasons for such differences</li> <li>• Identify and describe three geographical features of a South American country</li> <li>• Compare and contrast the weather and climate of Antarctica and Zambia</li> <li>• Design and construct a simple model of a waterfall and use it to identify and describe some of its geographical features</li> <li>• Describe and offer reasons why an ostrich doesn't need to fly and how this is very similar to a penguin</li> </ul>
History	<p><u>The lives of significant individuals in the past who have contributed to national and international achievements: Great History Makers</u></p> <ul style="list-style-type: none"> <li>• Identify, describe and explain what is commemorated on Guy Fawkes Night, 5 November every year in the United Kingdom</li> <li>• Describe, reason and explain what it means for someone such as Guy Fawkes to make history, that is, doing something so significant and that is remembered and studied for a long time because of the effect they had on other people's lives, beliefs or ideas</li> <li>• Identify, describe and explain how significant people made history during their lifetime</li> <li>• Compare and contrast the achievements of these individuals, producing a rank order of historical importance, explaining and justifying their decision</li> <li>• Reflect upon what history makers might achieve during the remainder of this century and describe and explain what they might wish to be remembered for in the future</li> <li>• Identify, describe and explain why Mary Seacole, Edith Cavell, Millicent Fawcett, Emmeline Parkhurst or Rosa Parks are considered history makers</li> </ul>
Design & Technology	<p><u>Structures: Investigate techniques for stiffening and stability</u></p> <ul style="list-style-type: none"> <li>• Investigate different techniques for stiffening a variety of materials and explore methods to keep structures stable.</li> </ul>
Art & Design	<p><u>Painting</u></p> <ul style="list-style-type: none"> <li>• Represent things observed, remembered or imagined using colour/tools.</li> <li>• Experiment with basic tools on rigid and flexible materials.</li> </ul> <p>Focus artist - Georgia O'Keefe.</p>

MFL	
Music	<u>Instrumental</u> <ul style="list-style-type: none"> <li>○ Untuned percussion</li> <li>○ Rhythm building</li> <li>○ Recognising and playing rhythms.</li> </ul> <u>Musicianship</u> <ul style="list-style-type: none"> <li>○ Charnga, Hands, feet, heart</li> <li>○ Music genre - African</li> </ul>
RE	<p>We will be learning about Christianity. We will be able to;</p> <ul style="list-style-type: none"> <li>• Retell religious, spiritual and moral stories.</li> <li>• Identify how religion and belief is expressed in different ways.</li> </ul> <p><u>Reflection:</u> Reflecting on feelings and relationships.</p> <p><u>Empathy:</u> Considering the thoughts, feelings, experiences and attitudes of others.</p>
PSHCE	<u>Being Me in My World</u> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the year ahead.</li> <li>• Understand the rights and responsibilities of class members.</li> <li>• Know that it is important to listen to other people.</li> <li>• Understand that their own views are valuable.</li> <li>• Know about rewards and consequences and that these stem from choices.</li> <li>• Know that positive choices impact positively on self-learning and the learning of others.</li> </ul>
PE	<u>Athletics</u> <p><u>Health and Fitness</u></p> <ul style="list-style-type: none"> <li>• Recognise and describe how the body feels during and after different physical activities.</li> <li>• Explain what they need to stay healthy.</li> </ul> <p><u>Running</u></p> <ul style="list-style-type: none"> <li>• Run at different paces, describing the different paces.</li> <li>• Use a variety of different stride lengths</li> <li>• Travel at different speeds.</li> <li>• Begin to select the most suitable pace and speed for distance.</li> <li>• Vary the speed and direction in which they are travelling.</li> <li>• Run with the basic techniques following a curved line.</li> <li>• Be able to maintain and control a run over different distances.</li> </ul> <p><u>Jumping</u></p> <ul style="list-style-type: none"> <li>• Perform and compare different types of jumps.</li> <li>• Combine different jumps together with some fluency and control.</li> <li>• Jump for distance from a standing position with accuracy and control.</li> </ul>

- Investigate the best jumps to cover different distances.
- Choose the most appropriate jumps to cover different distances.

#### Throwing

- Throw different types of equipment in different ways, for accuracy and distance.
- Throw with accuracy at targets of different heights.
- Investigate ways to alter their throwing technique to achieve greater distance.

### Gymnastics

#### Health and Fitness

- Recognise and describe how the body feels during and after different physical activities.
- Explain what they need to stay healthy.

#### Acquiring and Developing Skills in Gymnastics

- Copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.
- Travel in a variety of ways, including rolling.
- Hold a still shape whilst balancing on different points of the body.
- Jump in a variety of ways and land with increasing control and balance.
- Climb onto and jump off the equipment safely.
- Move with increasing control and care.

#### Rolls

- Log roll (controlled)
- Curled side roll (egg roll) (controlled)
- Teddy bear roll (controlled)
- Rocking for forward roll
- Crouched forward roll

#### Jumps

- Straight jump
- Tuck jump
- Jumping jacks
- Half turn
- Cat spring
- Cat spring to straddle

#### Vault

- Hurdle step onto springboard
- Straight jump off springboard
- Tuck jump off springboard

#### Handstands, cartwheels and round-offs

- Bunny hop
- Front support wheelbarrow with partner
- T-lever

	<ul style="list-style-type: none"> <li>• Scissor kick</li> <li>• <u>Travelling and Linking actions</u></li> <li>• Tiptoe, step, jump and hop hopscotch</li> <li>• Skipping</li> <li>• Galloping</li> <li>• Straight jump half-term</li> <li>• <u>Shapes and Balances</u></li> <li>• Standing balances</li> <li>• Kneeling balances</li> <li>• Large body part balances on apparatus</li> <li>• Balances with a partner, pike, tuck, star, straight, straddle shapes</li> <li>• Front and back support</li> </ul> <p><u>Compete/Perform</u></p> <ul style="list-style-type: none"> <li>• Perform sequences of their own composition with coordination</li> <li>• Perform learnt skills with increasing control.</li> </ul> <p><u>Evaluate</u></p> <ul style="list-style-type: none"> <li>• Watch and describe performances and use what they see to improve their own performance.</li> <li>• Talk about the differences between their work and that of others.</li> </ul>
Trips	