

Medium Term Planning Autumn Term

Year 2: Oh the places we'll go

Launch: Picnic – linked to Science to learn about different food groups and eating healthy

Landing: Showcase DT vehicles

Essential Opportunities (Subject content NC coverage + schools)

| History | Geography | Art & DT | PE | RE | Music | French |
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| <ul style="list-style-type: none"> • Key events in the past that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year. • The lives of significant individuals in Britain's past who have contributed to our nation's achievements • Significant historical events, people and places in their own locality. | <ul style="list-style-type: none"> • Investigate the countries and capitals of the United Kingdom. Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. | <ul style="list-style-type: none"> • Use experiences and ideas as the inspiration for artwork. • Share ideas using drawing, painting and sculpture. • Explore a variety of techniques. • Learn about the work of a range of artists, artisans and designers. • use the basic principles of a healthy and varied diet to prepare dishes. • design purposeful, functional, appealing products for themselves and other users based on design criteria. • select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. • build structures, | <ul style="list-style-type: none"> • Participate in team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns. | <ul style="list-style-type: none"> • Study the main stories of Christianity. • Study at least one other religion - Judaism. | <ul style="list-style-type: none"> • Use their voices expressively by singing songs and speaking chants and rhymes. • Play tuned and untuned instruments musically. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Make and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> • Speak confidently |

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| | | exploring how they can be made stronger, stiffer and more stable. <ul style="list-style-type: none"> • explore and use mechanisms, such as levers, sliders, wheels and axles, in their products. | | | | |
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Essentials for Progress (skills coverage)

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| <ul style="list-style-type: none"> • Ask questions such as: What was it like for people? What happened? How long ago? • Use artefacts, pictures, stories, online sources and databases to find out about the past. • Describe historical events. • Place events and artefacts in order on a time line. • Describe significant people from the past. • Recount changes that have occurred in their own lives. • Show an understanding of the concept of nation and a nation's history. • Show an | <ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Name, locate and identify characteristics of the four countries and capital cities of the | <ul style="list-style-type: none"> • Respond to ideas and starting points. • Use thick and thin brushes. • Mix primary colours to make secondary. • Draw lines of different sizes and thickness. • Describe the work of notable artists, artisans and designers. • Use some of the ideas of artists studied to create pieces. • Measure and mark out to the nearest centimetre. • Demonstrate a range of joining techniques (such as gluing, hinges or combining materials to strengthen). • Create products using | <ul style="list-style-type: none"> • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Copy and remember moves and positions. • Move with careful control and coordination and awareness of space. • Link two or more actions to perform a sequence. • Choose movements to communicate a mood, feeling or idea. • Show contrasts (such as small/tall, straight/curved and wide/narrow). • Travel by rolling forwards, backwards and sideways. | <ul style="list-style-type: none"> • Describe some of the teachings of a religion. • Recognise, name and describe some religious artefacts, places and practices. • Identify the things that are important in their own lives and compare these to religious beliefs. • Describe some of the main festivals or celebrations of a religion. • Identify how they have to make their own choices in life. • Explain how actions affect others. | <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. | <ul style="list-style-type: none"> • Read out loud familiar words and phrases. • Understand a range of spoken phrases. • Understand standard language |
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| understanding of concepts such as civilisation, monarchy, parliament, democracy, and war and peace. | United Kingdom and its surrounding seas. • Use basic geographical vocabulary | levers, wheels and winding mechanisms. | <ul style="list-style-type: none"> • Hold a position whilst balancing on different points of the body. • Climb safely on equipment. • Stretch and curl to develop flexibility. • Jump in a variety of ways and land with increasing control and balance. | | | |
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Cross – Curricular opportunities (Basic Skills coverage)

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| Using Communication | Using Maths |
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| <p>Writing - Cross Curricular Ideas</p> <ul style="list-style-type: none"> • Plan and write own stories • Poetry linked to Remembrance • Non-fiction writing linked to History of transport • Write sentences using nouns, adjectives and adverbs • Poster about germs and hygiene linked to science • Labelling transport • Writing CEW in a range of different contexts <p>Speaking and Listening : Sharing holiday news Learn to recite a poem as a class</p> | <p>Maths – Cross Curricular Ideas</p> <ul style="list-style-type: none"> • Count and calculate in a range of practical contexts. • Use and apply mathematics in everyday activities and across the curriculum. • Repeat key concepts in many different practical ways to secure retention. • Explore numbers and place value up to at least 100. • Add and subtract using mental and formal written methods in practical contexts. • Multiply and divide using mental and formal written methods in practical contexts. • Use and apply in practical contexts a range of measures |
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Computing

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| <p>Essential Opportunities</p> <ul style="list-style-type: none"> • Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of | <p>Essential for Progress (Skills)</p> <p>We will learn how to use word processing to type. We will learn how to save and print, change font size and colour, we will use return, back space and caps lock.</p> |
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| <p>instructions.</p> <ul style="list-style-type: none"> • Use logical reasoning to predict the behaviour of simple programs. • Organise, store, manipulate and retrieve data in a range of digital formats. | <p>We will use code We will use photographs to create a story We will use apps on the ipad</p> |
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Science

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| <p>Essential Opportunities</p> <p>Materials</p> <ul style="list-style-type: none"> • Identify, name, describe, classify, compare properties and changes. • Look at the practical uses of everyday materials. <p>Animals and humans</p> <ul style="list-style-type: none"> • Identify, classify and observe. • Look at growth, basic needs, exercise, food and hygiene. | <p>Essential for Progress (Skills)</p> <ul style="list-style-type: none"> • Ask simple questions. • Observe closely, using simple equipment. • Perform simple tests. • Identify and classify. • Use observations and ideas to suggest answers to questions. • Gather and record data to help in answering questions. <p>• Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. We will find out how to keep healthy. We will sort food into the different food groups and explore why hygiene is important.</p> <ul style="list-style-type: none"> • Describe the simple physical properties of a variety of everyday materials. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick/rock, and paper/cardboard for particular uses. <p>We will find the best material to build a bridge. We will explore the best bouncy ball and which type of tine travels the furthest.</p> |
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Personal Development (PSHE)

We will be following our PSHE programme using the SEAL/Rainbow pack.

During the first half of the Autumn Term we will be looking at ‘New Beginnings’. This theme focuses on developing children’s knowledge, understanding and skills in four key social and emotional aspects of learning: empathy, self-awareness, social skills and motivation. The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Throughout the theme, children explore feelings of happiness and excitement, sadness, anxiety and fearfulness, and learn shared models for ‘calming down’ and ‘problem solving’.

After half term we will explore theme two: 'Getting on and falling out'. This theme focuses on developing children's knowledge, understanding and skills in three key social and emotional aspects of learning: empathy, managing feelings (with a focus on anger) and social skills.

E-safety

- Communicate safely and respectfully online, keeping personal information private and recognise common uses of information technology beyond school. Using www.thinkuknow.co.uk we will explore safety through the lessons and activities using Lee and Kim's Adventures

Curriculum Drivers

| Community | Spiritual and Moral | Risk Taking | Mastery |
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| <p>As members of a community we will:</p> <p>Our curriculum will provide opportunities for children to learn to respect and appreciate the diversity of an ever changing society. We aim to nurture confident, independent children who are able to make responsible choices and have the ability to show empathy and compassion towards others.</p> | <p>In our spiritual and moral development we will:</p> <p><i>World and beauty:</i> Look at the awe and wonder of our body and how we keep healthy. Explore wonderful landscapes and how the United Kingdom is made up.</p> | <p>As risk takers we will:</p> <p>Learn to work independently and collaboratively on open ended tasks.</p> | <p>In our aim to be mastery learners we will provide plenty of opportunities to revisit skills in different contexts.</p> |

ENRICHMENT OPPORTUNITIES

Possible trip to Tesco – Farm to Fork

Implications for next term

| Skills to revisit | Subject Knowledge |
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