

Autumn 1 Medium Term Plan 2023 Year Group 2

Subject	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Narrative Unit: Stories with familiar settings (Tiger Who Came to tea)</p> <p>L.O. To listen, become familiar and appreciate a well-known story</p> <p>Outcome: Children listen and engage with the text, responding appropriately</p> <p>L.O. To recall and sequence the key events within a story (2 lessons)</p> <p>Outcome: Children create</p>	<p>Narrative Unit: Stories with familiar settings (Tiger Who Came to tea)</p> <p>L.O. To identify and develop precise language (SPAG)</p> <p>Outcome: Children can recognise adjectives and suggest better alternatives</p> <p><i>When Sophie's mummy opens the door what does she see?</i></p> <p>L.O. To use expanded Noun Phrases to describe the</p>	<p>Narrative Unit: Stories with familiar settings (Tiger Who Came to tea)</p> <p>L.O. To use commas in a list (SPAG)</p> <p>Outcome: Children make a list of food offered to the tiger correctly using commas</p> <p>L.O. To organise and plan a composition</p> <p>Outcome: Children segment their story plan into 3 distinct parts (start, middle and end)</p>	<p>Narrative Unit: Stories with familiar settings (Tiger Who Came to tea)</p> <p>L.O. To produce an extended piece of writing</p> <p>Outcome: Children write the start of their story</p> <p>L.O. To produce an extended piece of writing</p> <p>Outcome: Children write the middle section of their story</p> <p>L.O. To produce an</p>	<p>Narrative Unit:</p> <p>LO: aural retell and discussion of changed ideas</p> <p>LO: organise and plan changed ideas.</p> <p>LO: To use drama to expand ideas in story.</p> <p>LO: To write a beginning for a innovated story</p> <p>LO: To write a middle for a innovated story</p>	<p>LO: To write an end for a innovated story</p> <p>LO: To edit story.</p> <p>LO: To read aloud story with expression.</p> <p><i>What would the tiger do next, where would he go?</i></p> <p>LO: To describe the tiger's behaviour in different places.</p> <p>Outcome: To develop understanding of nouns, adjectives, verbs and adverbs and</p>	<p>LO: To describe the tiger's behaviour in different places.</p> <p>LO: To describe the tiger's behaviour in different places.</p> <p>LO: To describe the tiger's behaviour in different places.</p>

	a story map and use it to verbally retell the story	<p>Tiger's appearance.</p> <p>Outcomes: Children produce a description of a character's physical appearance</p> <p>L.O. To use expanded Noun Phrases to describe the Tiger's personality.</p> <p>Outcome: Children produce a description of a character's personality (inference and deduction)</p>		<p>extended piece of writing</p> <p>Outcome: Children write the end section of their story</p> <p>L.O. To review and edit their work</p> <p>Outcome: Children proof read their work and make additions and improvements through blue pen work</p>		expand vocabulary.	
Spelling	Recap of Common Exception Words Y1	Recap of Common Exception Words Y1	Recap of Common Exception Words Y1	Recap of Common Exception Words Y1	Common Exception Words Year 2	Common Exception Words Year 2	Common Exception Words Year 2

Handwriting	Letters based on the <i>c</i> shape <i>c</i>	Letters based on the <i>c</i> shape <i>o</i>	Letters based on the <i>c</i> shape <i>a</i>	Letters based on the <i>c</i> shape <i>q</i>	Letters based on the <i>c</i> shape <i>g</i>	Letters based on the <i>c</i> shape <i>d</i>	Letters based on the <i>c</i> shape <i>e</i>
Reading	Not Now Bernard _David McKee	The Highway Rat – Julia Donaldson	Kipper's New Pet – Mick Inkpen	The Jolly Postman - Janet and Allan Ahlberg	Little Lou and the Woolly Mammoth – Paula Bowles	Scared of a Bear – Hilda Offen	The Bears in the Bed and the Great Big Storm – Paul Bright-
Maths	<p>Power Maths 2A Unit 1</p> <p>Lesson 1 To rehearse key number skills in the range 0 to 20</p> <p>Lesson 2 To count in multiples of 10 up to 100</p> <p>Lesson 3 To count in 10s, then count on in 1</p> <p>Lesson 4 To count in 10s and 1s, to and from 2-digit numbers.</p>	<p>Lesson 5 To develop skills of counting in 10s and 1s, to form their own 10s and 1s</p> <p>Lesson 6 To use a place value grid to show the value of digits within a 1- or 2-digit number.</p> <p>Lesson 7 To develop an understanding of the place value for 10s and 1s to partition 2-digit numbers.</p> <p>Lesson 8 To partition 2-digit</p>	<p>Lesson 10 To develop a deeper understanding of number lines, including number lines that do not start on 0.</p> <p>Lesson 11 To develop an understanding of number lines for representing numbers within the range 0 to 100</p> <p>Lesson 12 To further develop an understanding of number lines for representing numbers within the range 0 to 100</p>	<p>Lesson 15 To find effective and efficient ways to order three or more 1 and 2-digit numbers.</p> <p>Lesson 16 To count forwards and backwards in 2s, 5s and 10s.</p> <p>Lesson 17 To count forwards and backwards in 3s.</p> <p>Lesson 18 End of unit check and AFL for unit 2</p> <p>Power Maths 2A Unit 2</p>	<p>Lesson 2 To explore strategies for learning number bonds and consider which facts to learn off by heart</p> <p>Lesson 3 To use known facts with 1s to determine other facts with corresponding multiples of 10.</p> <p>Lesson 4 To use number bonds to learn complements of 100.</p> <p>Lesson 5 To add and subtract 1s to</p>	<p>Lesson 7 To add two single-digit numbers by bridging 10.</p> <p>Lesson 8 To add three numbers presented in a variety of ways, including concrete and pictorial representation.</p> <p>Lesson 9 To add from a 2-digit number to the next multiple of 10.</p> <p>Lesson 10 To add 2-digit and 1-digit numbers together, with</p>	<p>Lesson 12 To subtract from 2-digit numbers more flexibly, by subtracting from a given multiple of 10.</p> <p>Lesson 13 To subtract across a multiple of 10.</p> <p>Lesson 14 End of unit check and AFL for unit 3</p>

		<p>numbers flexibly, by finding multiple partitions of 10s and 1s.</p> <p>Lesson 9 To build on partitioning skills to write a 2-digit number as an addition of 10s and 1s</p>	<p>Lesson 13 To compare numbers.</p> <p>Lesson 14 To continue developing ability to compare numbers, using more abstract representations.</p>	<p>Lesson 1 To focus on bonds within 20, using the part-whole diagram to visually represent.</p>	<p>or from a 2-digit number without exchanging, using number bonds.</p> <p>Lesson 6 To add two single-digit numbers that total more than 10, by breaking one number into two parts to bridge the 10.</p>	<p>the focus on bridging 10.</p> <p>Lesson 11 To subtract by crossing 10.</p>	
<p>Calculation</p> <p>NCETM Week 1-7</p> <p>2NF–1 Secure fluency in addition and subtraction facts within 10, through continued practice.</p>	<p>Mastering Number Week 1</p> <p>Lesson 1 identify the missing part of 6, 7, 8 and 9 if 5 is a part.</p> <p>Lesson 2 compare different representations of the numbers 6–9.</p> <p>Lesson 3 solve missing addend questions where 5 is a known addend.</p> <p>Lesson 4</p>	<p>Mastering Number Week 2</p> <p>Lesson 1 compare numbers and use the language of ‘more than’ and ‘fewer than’.</p> <p>Lesson 2 compare numbers and use the language of ‘more than’, ‘fewer than’ and ‘equal to’</p> <p>Lesson 3 read expressions using the</p>	<p>Mastering Number Week 3</p> <p>Lesson 1 make doubles arrangements on a 10-frame.</p> <p>Lesson 2 write addition equations for doubles.</p> <p>Lesson 3 identify that even numbers CAN be composed of 2 odd parts.</p> <p>Lesson 4 subitise odd parts within 10</p>	<p>Mastering Number Week 4</p> <p>Lesson 1 Composition of 6</p> <p>Lesson 2 identify the missing part of 6</p> <p>Lesson 3 complete missing number equations for 6.</p> <p>Lesson 4 identify missing symbols in equations and inequalities.</p>	<p>Mastering Number Week 5</p> <p>Lesson 1 work systematically to find all the ways in which 8 can be composed</p> <p>identify that 8 can be composed of 2 odd parts or 2 even parts because it is an even number.</p> <p>Lesson 2 sort expressions for 8 according to odd and even addends</p>	<p>Mastering Number Week 6</p> <p>Lesson 1 record expressions for 10, identifying odd and even pairs of addends</p> <p>Lesson 2 complete part-part-whole diagrams in which the whole is 10.</p> <p>Lesson 3 reason about bonds of 10 using a rekenrek.</p> <p>Lesson 4</p>	<p>Mastering Number Week 7</p> <p>Lesson 1 recap the ‘shape’ of an odd number</p> <p>identify that odd numbers are composed of an even number and 1 more.</p> <p>Lesson 2 recap that odd numbers are composed of an even number and 1 more</p> <p>explore whether 7 is composed of odd parts or even parts.</p>

	<p>apply the composition of 6–9 to missing addend/sum questions.</p>	<p>inequality symbols (< >).</p> <p>Lesson 4 interpret and represent inequalities such as $7 < 5 + 1$ on the rekenrek.</p>	<p>identify that the even number 10 can be composed of 2 even parts.</p>		<p>Lesson 3 identify 'how many more to make 8'.</p> <p>Lesson 4 complete missing number equations in which 8 is the total</p>	<p>complete related addition and subtraction equations.</p>	<p>Lesson 3 recap all the odd numbers to 10</p> <p>identify that odd numbers can be made with a double and 1 more.</p> <p>Lesson 4 recap that odd numbers can be made with a double and 1 more</p> <p>identify that adding numbers which are adjacent creates an odd number, and that this is called a 'near double'.</p>
<p>Science</p> <p>Living Things and Their Habitats Y2</p>		<p>LO: To know that things can be categorised into Living, Dead or Never Alive</p> <p>Outcome: Through key questions and discussion, children will be able to identify things that are living, dead</p>	<p>LO: To know that things can be categorised into Living, Dead or Never Alive</p> <p>Outcome: Children will be able to identify things that are living, dead never been alive. (Completion of poster)</p>	<p>L.O. To explore and compare differences between things that are living, dead and things that have never been alive</p> <p>Outcome: Children to draw around</p>	<p>L.O. To explore and compare differences between things that are living, dead and things that have never been alive</p> <p>Outcome Children to sort</p>	<p>LO. To create a set of rules to explain why things are living, dead or never been alive.</p> <p>Outcome: Children to use stem sentences to create their rules.</p>	<p>L.O. To identify and name a variety of animals and plants in their habitats</p> <p>Outcome: Children map animals and plants within their habitat</p> <p>Key question – where do</p>

		never been alive.		each other and add in the different classifications for each process	Items into 'Living' 'Dead' 'Never been Alive' drawing on their ideas using stem sentences	All living things... Things that are dead..... Things that have never been alive.....	some animals live? (Link to storybots)
Art & design		<p>LO: To make a range of marks using a pencil</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. · Draw lines/marks from observation</p> <p>Outcome: To produce a range of marks using a pencil</p>	<p>LO: To draw from observation using a pencil</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. · Draw lines/marks from observation</p> <p>Outcome: To produce an observational drawing using</p>	<p>LO: To draw from observation using a pencil</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. · Draw lines/marks</p> <p>Outcome: To produce an observational drawing using a pencil in a sketch book</p>	<p>LO: To make a range of marks using a variety of media</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>LO: To make a range of marks using a variety of media</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)</p>	<p>LO: To draw from observation using a variety of media</p> <p>Use a sketchbook to plan and develop simple ideas</p> <p>Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of</p>

		in a sketch book	a pencil in a sketch book		Outcome: To produce a range of marks using a variety of media in a sketch book	Outcome: To produce a range of marks using a variety of media in a sketch book	pencils (HB, 2B, 4B) Outcome: To produce an observational drawing using a media of choice in a sketch book
Computing		LO: Identify different points of computer (Sorting activity) Outcome: Children will be able to label the main parts of a computer or laptop and	To introduce the useful keys on a keyboard. Outcome: Children will be able to identify the useful keys on a keyboard. (Printout of a QWERTY keyboard)	Passwords Outcome: Link to RSHE for internet safety.	LO: To Log onto a computer Outcome: Children will be able to log on to computer successfully	LO: To Open an application on a computer. Outcome: Children to log on and open an application on a computer. (Applications – Word, Google)	LO: To Save work on an application Outcome: Children will log on, open an application, add information to application and save their work.
Design & technology	No DT this Half Term						
Geography		L.O. To name 4 countries of the UK Outcome: Children label UK worksheet	L.O. To name the capital cities of the UK Outcome: Children complete question sheet using atlas	L.O. To recognise the flags of the UK Outcome: Children draw their own version of the	L.O. To understand the terms 'human and physical' Outcome: Children completing sorting activity	L.O. To name the 7 continents of the world Outcome : Children label a diagram of the Earth	L.O. To locate the 5 oceans of the world Outcome: Children label a diagram of the Earth

				flags of the 4 UK countries			
History Linked to RE	LO: To understand what makes a person significant	L.O. To study the life of a historical figure	L.O. To study the life of a historical figure				
E. Leaders: What makes some people inspiring to others	Outcome: Through discussion talk about who are significant people and why.	Outcome: To talk/write about some of the key events in Florence Nightingale's life	Outcome: To talk/write about some of the key events Mary Seacole				
MFL							
PE	Introduction to P.E in Y2 L.O – to know and follow the rules in Y2 P.E lessons Set out rules and expectations for: Correct kit Jewellery Changing time Moving to hall	Indoor PE LO: to develop balance and co-ordination by controlling changes of direction Outcome: Children will be able to change the direction of movements with control.	Indoor PE LO: To develop balance and co-ordination in the context of jumping Outcome: Children will be able to use and combine different types of jumps.	Indoor PE LO: To master basic movements showing control and accuracy and apply these in a range of activities. Outcome: Children will be able to perform movements with control and accuracy	Indoor PE LO: To master basic movements and apply these in a range of activities by combining more than one skill Outcome: Children will be able to combine more than one skill to complete an activity.	Indoor PE LO: To master basic movements and apply these in a range of activities, trying to improve upon own performance Outcome: Children will complete activities independently and try to	Indoor PE LO: o master basic movements and apply these in a range of activities, trying to improve upon previous performance by watching and learning from others. Outcome: Children will watch others and use this to

	Shoes Space to start Behaviour Games Values Evaluating Short game	<p>Outdoor PE</p> <p>PE2/1.1a Key Skills Use running, jumping, throwing and catching in isolation and in combination</p> <p>Introduction to P.E</p> <p>To practise the skill of rolling and stopping a ball.</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>Outdoor PE</p> <p>PE2/1.1a Key Skills Use running, jumping, throwing and catching in isolation and in combination</p> <p>Y2 Personal Challenges</p> <p>To learn how to throw underarm.</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>Outdoor PE</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To learn how to throw overarm</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p>	<p>Outdoor PE</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To practise the skill of catching</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>improve own performance.</p> <p>Outdoor PE</p> <p>PE1/1.1a To master as well as develop balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>To practise the skill of bouncing a ball and catching a bounced ball.</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.</p>	<p>improve own performance.</p> <p>Outdoor PE</p> <p>PE2/1.1a Key Skills Use running, jumping, throwing and catching in isolation and in combination</p> <p>To use and practise throwing and catching skills.</p> <p>To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. To participate in team games, developing simple tactics for attacking and defending.</p>
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<p>RE – Linked to History</p>				<p>LO: To identify other Inspirational people- around the world/past and present-</p> <p>Research in groups and verbally present.</p> <p>They consider questions about being good, kind, forgiving and generous (A3);</p>	<p>LO: To identify different Inspirational Quotes</p> <p>Chose their favourite/write their own.</p> <p>Pupils encounter many examples of simple 'wise sayings'. They choose their favourite 'wise sayings' from different key leaders and talk about what makes these sayings wise, and what difference it would make if people followed them (A2);</p>	<p>LO: To discuss the key question 'Who inspires you?'</p> <p>Children to research and feedback on their inspirational person. (Mention in previous week so they can have a look at home)</p>	<p>LO: To discuss the key question 'Who inspires you?'</p> <p>Children research and feedback on their inspirational person.</p>
<p>RSHE</p>	<p><i>Os1) Screen time (Online safety Curriculum reference - L1)</i></p>	<p><i>Os1) Screen time (Online safety Curriculum reference - L1)</i></p>		<p><i>Os2) Personal information (Online safety Curriculum reference - S1)</i></p>		<p><i>Os3) Online strangers (Online safety Curriculum reference - P1)</i></p>	

<p>Music Y 2 Music National curriculum outcomes for KS1 <i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i></p> <p><i>play tuned and untuned instruments musically</i></p> <p><i>listen with concentration and understanding to a range of high-quality live and recorded music</i></p>	<p>Number Linked to maths LO: Learn the difference between beat and rhythm.</p> <p>Schiarazula marazula Identify the beat and rhythm pattern in dance music</p> <p>explore body percussion patterns to play a repeating rhythm.</p> <p>Wake! Shake! Move to the rhythm of Wake! Shake! action rap with rhythmic actions. Sing me one copy game</p>		<p>Number LO: Regonise the difference between beat and rhythm</p> <p>Wake! Shake! percussion Perform Wake! Shake! with percussion</p> <p>Play me one Learn to sing Play me one</p> <p>Snowball Waltz snowballs Count the snowballs thrown in the Snowball waltz</p>		<p>Number LO Respond to changes in beat and rhythm</p> <p>Wake up my body Move to the steady beat of 'Boom shakalaka'</p> <p>Ostinato won't stop! Accompany 'Schiarazula Marazula' with a steady beat and an ostinato</p> <p>Our ostinato won't stop Compose an ostinato for percussion</p>		
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