

Year 2, Autumn Term 24-25 Medium Term Planning:

(1) How have explorers changed the world?

(2) Would you rather live in a hot or a cold place?

Week:	Literacy	Maths	History How have explorers changed the world?	Science Animals, Including Humans	Computing Online Safety	Art Painting and Mixed Media: Life in Colour	RE How should we care for others and the world?	PE Gymnastics	Music Musical Me
1.	<p>Focus Text: A way to the stars by David Almond Genre: Narrative</p> <p>LOS</p> <p>I can use illustrations to predict what may happen in a story.</p> <p>I can use drama to retell a story. I can answer questions about a narrative.</p> <p>I can sequence events in a narrative.</p> <p>I can use capital letters and full stops correctly in sentences.</p> <p>SPAG I can recognise a noun</p>	<p>Place Value and Money</p> <p>LOS</p> <p>I can read numbers to 100.</p> <p>I can read and write numbers to 100.</p> <p>I can compare numbers to 100.</p> <p>I can make reliable estimates of numbers up to 100.</p> <p>I can count in 10s from 1-digit and 2-digit numbers.</p>	<p>LO I know what an explorer is.</p> <p>Look at pictures of explorers (past and present). Sort onto a timeline.</p>	<p>LO I can identify different stages of the human life cycle.</p> <p>Creating our own human life cycle diagram</p>	<p>LO I can access Purple Mash and appropriate software.</p> <p>Learning and accessing our new Purple Mash Login accounts.</p>	<p>LO I can develop knowledge of colour mixing.</p> <p>Choose two primary colours to mix together. Move onto investigating mixing 2 secondary colours.</p>	<p>LO I can look at and appreciate how many people's values are an important aspect of their lives.</p> <p>Creating an illustration of ourselves and writing what characteristics we have that would make us good leaders.</p>	<p>LO I can perform gymnastic shapes and link them together.</p> <p>Copying a range of different shapes on a safety mat</p>	<p>LO I can sing and play an instrument at the same time.</p> <p>Learning to sing 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class.</p>
2.	<p>Focus Text: A way to the stars by David Almond Genre: Narrative</p> <p>LOS</p> <p>I can add adjectives to sentences.</p> <p>I can describe a character in a story.</p> <p>I can use different sentence openers.</p> <p>I can sequence sentences to write a short narrative</p> <p>SPAG I can identify vowels and consonants.</p>	<p>Place Value and Money</p> <p>LOS</p> <p>I can recognise the place value of each digit in a 2-digit number.</p> <p>I can recognise the place value of each digit in a 2-digit number.</p> <p>I can recognise the value of all coins.</p> <p>I can investigate making totals with money. (Making 10p)</p> <p>I can find the total of 2 amounts and give change from 20p.</p>	<p>LO I can recognise the achievements of different explorers using photographs.</p> <p>Choose an explorer (Dame Ellen MacArthur, Matthew Henson and Robert Peary, Mary Kingsley, Christopher Columbus) and write about their achievements.</p>	<p>LO I know which offspring come from which parent animal.</p> <p>Creating practical life cycle wheels of different animal families.</p>	<p>LO I understand the need for password safety.</p> <p>Thinking of a range of different passwords that could be used to explore the internet safely.</p>	<p>LO I know how texture can be created with paint.</p> <p>Go on a texture hunt. Use different painting tools to imitate a texture.</p>	<p>LO I can learn the name of important religious stories by learning about why Abraham is important to Jewish people and Christians.</p> <p>Labelling key Jewish artefacts and thinking about how Abraham's qualities as a leader.</p>	<p>LO I can perform gymnastics shapes with control and link them together.</p> <p>Beginning to link together our shapes from the last lesson.</p>	

<p>3:</p>	<p>Focus Text: A way to the stars by David Almond Genre: Instructions</p> <p>LOS</p> <p>I can follow instructions.</p> <p>I can recognise the key features of instructions.</p> <p>I can sequence instructions.</p> <p>I can write a set of instructions.</p> <p>SPAG I can demarcate sentences</p>	<p>Place Value and Money</p> <p>LOS</p> <p>I can use coins to make amounts and give change. (Bar Model)</p> <p>I can add and subtract money.</p> <p>I know pairs to 10 and within 10.</p> <p>I know pairs to 20.</p> <p>I know pairs to 10 and 20 and can write related addition and subtraction facts.</p>	<p>LO I can record events on a timeline.</p> <p>Order images on a timeline to show the story of Christopher Columbus.</p>	<p>LO I can observe and measure growth in humans.</p> <p>Measuring how tall we are using a tape measurer to check again at the end of the school year.</p>	<p>LO I can search.</p> <p>Using different search engines to refine searches and discover what we are looking for.</p>	<p>LO I can use paint to explore texture and pattern.</p> <p>Paint textures and patterns onto paper ready to use to make collages next lesson.</p>	<p>LO I can learn the name of important religious stories by learning about what sort of leader Moses was.</p> <p>Retelling the story of the Burning Bush to help us understand what kind of leader Moses was.</p>	<p>LO I can use shapes to create balances.</p> <p>Adapting our shapes into balances whilst keeping our original frames.</p>	<p>LO I can choose and play appropriate dynamics and timbres for a piece of music.</p> <p>Learning that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music; pupils' experiment by singing 'Once a man fell in a well' in different ways.</p>
<p>4:</p>	<p>Focus text: Journey by Aaron Becker. Genre: Setting description</p> <p>LOS</p> <p>I can use senses to describe</p> <p>I can use adjectives.</p> <p>I can use co-ordinating conjunctions to join clauses.</p> <p>I can write a description to describe a setting from 'Journey'.</p> <p>SPAG I can form nouns using the suffix -ness.</p>	<p>Addition and Subtraction</p> <p>LOS</p> <p>I can use pairs to 10 to find amount to next 10. (Number Line)</p> <p>I can use pairs to 10 to find amount to next 10. (100 grid)</p> <p>I can add ones to a 2-digit number.</p> <p>I can add 10.</p> <p>I can subtract 10.</p>	<p>LO I can use photographs to find out about the past.</p> <p>Look at images of Matthew Henson, write a caption / speech bubble to describe what the people are doing.</p>	<p>LO I can identify and list the basic needs for survival for humans and animals.</p> <p>Researching different animals in small groups to see what they each need to survive.</p>	<p>LO I can email safely.</p> <p>Using Purple Mash to email safely and securely to our friends.</p>	<p>LO I can plan a collage.</p> <p>Children sketch their ideas for their collage onto the background paper.</p>	<p>LO I can learn the name of important religious stories by learning why people follow Jesus.</p> <p>Listing and naming the qualities of Jesus and completing artwork based around the Easter story.</p>	<p>LO I can use shapes to create balances.</p> <p>Completing a range of different balance-based activities.</p>	
<p>5:</p>	<p>Focus text: Journey by Aaron Becker. Genre: Recount</p> <p>LOS</p> <p>I can dramatize a text.</p> <p>I can sequence events in a story.</p> <p>I can ask questions about a text.</p>	<p>Addition and Subtraction</p> <p>LOS</p> <p>I can add and subtract multiples of 10 with money.</p> <p>I can practically add ones and tens to 2-digit numbers. (not crossing)</p>	<p>LO I can recognise changes and similarities (continuities) over time.</p> <p>Compare Christopher Columbus with Dame Ellen MacArthur. Look at pictures and write similarities and differences.</p>	<p>LO I can recognise the importance of exercise and personal hygiene.</p> <p>Timing over the week how quickly we can each run a mile and then plotting on a graph.</p>	<p>LO I can understand a digital footprint.</p> <p>Understanding and discussing what we wouldn't want to be discovered in our digital footprints</p>	<p>LO I can compose a collage, choosing and arranging materials for effect.</p> <p>Children fill their background from the previous week with their collage materials.</p>	<p>LO I can learn the name of important religious stories by learning what kind of leader Jesus is.</p> <p>Acting out and retelling Bible stories in small groups.</p>	<p>LO I can link travelling actions and balances using apparatus.</p> <p>Exploring and adapting our balances to different levels of apparatus.</p>	<p>LO I can use musical notation to play melodies.</p> <p>Learning that letter notation is used to record the names of the notes and the order in which they are to be played.</p>

	I can make inferences on how a character may be feeling. SPAG I can punctuate sentences.	I can add two 2-digit numbers. (not crossing) I can practically subtract two 2-digit numbers. (not crossing, practical) I can subtract two 2-digit numbers. (not crossing)							
6:	Focus text: Journey by Aaron Becker. Genre: Recount LOS I can write in the first person. I can plan a recount. I can write a recount from a character's point of view. (2 days) SPAG I can check punctuation in a sentence.	Measures: LOS I can measure in centimetres. I can measure in metres. I can compare lengths. I know that weight can be measured in KG and g. I can compare weights. I can measure weight to the nearest 100g, reading scales.	LO I can describe the significance of some people and events within history. Choose one explorer we have learnt about and create a coat of arms to represent the most significant parts of their story.	LO I can identify how to have a balanced diet. Taking a "shopping bag" and filling it with a balanced range of food.	LO I understand what to do at school to report when something makes me uncomfortable online. Looking at the functions at school on how to report inappropriate content.	LO I can evaluate artwork. Children review their collages and consider how they can add detail to their composition.	LO I can recognise, name and describe religious artefacts, places and practices by understanding that there are different kinds of religious leaders. Creating a knowledge organiser based around the different leaders that we have met.	LO I can develop travelling actions and balances using apparatus. Completing "Jungle Gym" activities and moving carefully between different apparatus.	LO I can use letter notation to write my own melody. Children create a melody of their own, first making up their music, and then writing it down using letter-name notation.
7:	Assessed Writing - Setting Description I can plan a setting description. I can write a setting description (assessed piece) I can reread my writing to check that it makes sense. I can present my work neatly.	Addition and Subtraction: LOS I can add a 1-digit number to a 2-digit number. (Bridging 10) I can subtract a 1-digit number from a 2-digit. (Bridging 10) I can use number facts or place value to add and subtract. I can add 1-digit number to a 2-digit number, bridging 10. = I can use number bonds to add 3 numbers.	ASSESSMENT LO I can share what I have learnt about explorers over time. Create a poster page sharing key facts and information they have learnt about the different explorers.	LO I can learn about a famous scientist. Creating a fact file all about the famous scientist Sir David Attenborough.	LO I understand how to stay safe online. Completing a post illustrating to others how to stay safe when using different technology.	LO I can improve artwork. Children try out ideas from previous lesson using left over painting paper to develop their collages.	LO I can explain how we should care for others and the world. Using the information that we have collected about being a great leader and applying it to how we could protect the world around us.	LO I can demonstrate different shapes by, taking off and landing when performing jumps. Working on our landing skills to ensure we bend our knees appropriately.	LO I can use timbre and dynamics in musical composition. Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion.
Half Term									
Week:	Literacy	Maths	Geography	Science Animals, Including Humans	Computing Coding	DT Structures: Baby Bear's Chair	PSHE Families and Relationships	PE	Music Nativity Performance

8:	<p>Focus text: Meerkat Mail by Emily Gravett Genre: Character Description</p> <p>I can recognise the features of a good character description.</p> <p>I can use comparative adjectives using the -er and -est suffix.</p> <p>I can recognise the possessive apostrophe (singular).</p> <p>I can use the possessive apostrophe (singular).</p> <p>SPAG I can identify adjectives.</p>	<p>Multiplication and Division. LOS</p> <p>I can count in 2s, 5s and 10s.</p> <p>I can count in 3s.</p> <p>I can add equal groups.</p> <p>I can use the multiplication symbol.</p>	<p>LO I can name and locate the seven continents.</p> <p>Using an atlas, locate the 7 continents and label them on the given world map.</p>	<p>LO I can find out about basic human needs.</p> <p>Using magnifying glasses, to closely observe feathers and eggs and draw what we see.</p>	<p>LO I can complete basic coding activities.</p> <p>Completing Purple Mash and the coding recap activities.</p>	<p>LO I can explore the concept and features of structures and the stability of different shapes.</p> <p>Investigate creating a pyramid, sphere and cube out of playdough to test stability. Test shapes by lifting on a piece of card and measure the height at which the shape topples.</p>	<p>LO I can talk about the teams I belong to.</p> <p>Creating collages of the different teams that we belong to.</p>	<p>LO I can run for a long time.</p> <p>Competing in small teams to complete racing activities.</p>	<p>Practising and performing Nativity songs.</p>
9:	<p>Focus text: Meerkat Mail by Emily Gravett Genre: Character Description</p> <p>LOS</p> <p>I can gather new vocabulary to describe what a character is like.</p> <p>I can use expanded noun phrases.</p> <p>I can plan a character description.</p> <p>I can write a character description.</p> <p>SPAG I can spell compound words.</p>	<p>Multiplication and Division. LOS</p> <p>I can make and use arrays</p> <p>I can make equal groups</p> <p>I know the 2 times table</p> <p>I can divide by 2</p> <p>I can recognise number facts for the 2 times table.</p>	<p>LO I can locate the North and South Poles.</p> <p>Look at a compass and introduce North, East, South and West. Children label North and South poles on a map. Research the North pole and South pole. Sort images of the North and South pole and add to their maps.</p>	<p>LO I can ask simple questions and recognise that they can be answered in different ways.</p> <p>Interviewing a member of one of our families who have very young children.</p>	<p>LO I can understand what an algorithm is.</p> <p>Using coding to create a collision event.</p>	<p>LO I can understand that the shape of the structure affects its strength.</p> <p>Class experiment - Children predict which shape will be the strongest. Children investigate making their own cylinders.</p>	<p>LO I can be a good listener.</p> <p>Practicing and using our listening ears to create pair pictures.</p>	<p>LO I can develop my jumping with a long rope using timing.</p> <p>Watching as ropes move to make sure we jump just as it comes towards us.</p>	<p>Practising and performing Nativity songs.</p>
10:	<p>Focus text: Meerkat Mail by Emily Gravett Genre: Informal letter</p> <p>I can write in the past progressive tense.</p> <p>I can recognise the features of an informal letter.</p>	<p>Multiplication and Division. LOS</p> <p>I can find doubles to double 20.</p> <p>I can find halves of even numbers.</p>	<p>LO I can locate the North and South Poles.</p> <p>Look at a compass and introduce North, East, South and West. Children label North and South poles on a map. Research the North</p>	<p>LO I can find out about and describe the basic needs of animals, including humans.</p> <p>Creating a desert island in our class full of the things that we need to help us survive.</p>	<p>LO I can create a program using a given design.</p> <p>Following a storyboard to create coding around "The Princess and the Frog."</p>	<p>LO I can make a structure according to design criteria.</p> <p>Follow given instructions to make Baby bear's chair using paper and tape.</p>	<p>LO I can explain how to be kind and why it is important.</p> <p>Creating a diary of all our kind acts during the week.</p>	<p>LO I can develop co-ordination in individual skipping.</p> <p>Can we skip ten times in a row? Can we use this then to count to 100 whilst skipping?</p>	<p>Practising and performing Nativity songs.</p>

	<p>I can recognise the layout of a letter.</p> <p>I can write an informal letter from a character's point of view.</p> <p>SPAG I can use comparative adjectives using -er and -est.</p>	<p>I can identify odd and even numbers.</p>	<p>pole and South pole. Sort images of the North and South pole and add to their maps.</p>						
11:	<p>Assessment Week</p>	<p>Addition and Subtraction</p> <p>LOS</p> <p>Subtract ones from a 2-digit number. (crossing 10)</p> <p>Subtract two 2-digit numbers. (crossing 10)</p> <p>Add and subtract two 2-digit numbers. (not crossing 10)</p> <p>I can add three 1-digit numbers</p>	<p>LO I can compare the UK and Kenya.</p> <p>Locate Kenya and the UK on a world map. Research key facts about Kenya looking at human and physical features. Look at photographs and create a similarities and differences table.</p>	<p>LO I can observe closely using simple equipment.</p> <p>Carousel around different physical activities, observe the effects and answer questions in pairs.</p>	<p>LO I can understand that algorithms follow a sequence.</p>	<p>LO I can make a structure according to design criteria (continued)</p> <p>Follow given instructions to make Baby bear's chair using paper and tape.</p>	<p>LO I can talk about unkind behaviour like teasing and bullying.</p> <p>Sorting and separating different actions into Joking, Teasing and Bullying.</p>	<p>LO I can develop stamina and change of direction.</p> <p>Working through a range of activities that require a quick change of direction.</p>	<p>Practising and performing Nativity songs.</p>
12:	<p>Focus text: Meerkat Mail by Emily Gravett Genre: Informal letter</p> <p>I can use exciting adjectives.</p> <p>I can use adverbs in my sentences.</p> <p>I can plan what I am going to write.</p> <p>I can write an informal letter. (Independent write)</p> <p>SPAG I can use subordinating conjunctions.</p>	<p>Assessment Week</p>	<p>LO I can investigate local weather conditions.</p> <p>Look at how we measure the temperature of a place and the amount of rain fall. Create a rain gauge in small groups. Put outside ready for following lesson.</p> <p>Make your own rain gauge - Met Office</p>	<p>LO I can explore different lunch box foods and begin to look at the nutritional labelling.</p> <p>Designing a balanced lunch box on paper to serve as a reminder of how much of each food group is required for a balanced lunch.</p>	<p>LO I can understand what different events do in a code.</p> <p>Exploring free-code chimp to gain a better understanding of different events.</p>	<p>LO I can produce a finished structure and evaluate its strength, stiffness and stability.</p> <p>Test their chairs with toys - is it stable? How can we improve this. Test adding / changing elements to their chairs.</p>	<p>LO I can explain how to be a positive learner.</p> <p>Sorting between positive learning behaviours and negative learning behaviours and applying these to real life situations.</p>	<p>LO I can explore exercises to develop strength.</p> <p>Time to muscle up! Completing a range of different exercises which support building strength in different parts of the body.</p>	<p>Practising and performing Nativity songs.</p>
13:	<p>POETRY</p> <p>LOS</p> <p>I can perform a poem.</p> <p>I can discuss a poem that has been read to me.</p>	<p>Shapes and Data.</p> <p>LOS</p> <p>I can name and describe regular and irregular 2-D shapes.</p>	<p>LO I can investigate local weather conditions.</p> <p>Look at a colour coded map showing different climates around the world. Rain gauge to</p>	<p>LO I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Inviting another class to join us on a healthy</p>	<p>LO I can create a computer program that uses a button object.</p> <p>Using a button code block to change fonts sizes and colours.</p>	<p>LO I can produce a finished structure and evaluate its strength, stiffness and stability (continued)</p> <p>Finish and decorate baby bear's chair.</p>	<p>LO I can identify good and not-so-good choices.</p> <p>Roleplaying different situations where we as learners could choose good or not-so-good</p>	<p>LO I can develop agility, balance and co-ordination.</p> <p>Working on a range of activities that will help us make sure we keep our heads up when exercising.</p>	<p>Practising and performing Nativity songs.</p>

	<p>I can answer questions about a poem.</p> <p>I can use verbs to describe.</p> <p>I can use expanded noun phrases.</p> <p>I can gather interesting vocabulary for a poem.</p>	<p>I can recognise, make and describe 2D shapes.</p> <p>I can use Venn diagrams to sort.</p> <p>I can draw and interpret a block graph.</p> <p>I can draw and interpret a pictogram.</p> <p>I can name and describe 3D shapes.</p>	<p>have been put out previous day. Using rain gauge and thermometer record temperature and amount of rainfall.</p>	<p>picnic in the KS2 playground.</p>		<p>Making any improvements along the way whilst testing.</p>	<p>choices and acting these out.</p>		
14:	<p>I can plan a poem.</p> <p>I can write a poem about Winter.</p> <p>SPAG I can recognise functions of sentences: (statement and exclamation).</p>	<p>Measures:</p> <p>LOS</p> <p>I have a sense of the length of a minute.</p> <p>I can read time on digital and analogue clocks to the half hour. I can order time to the half hour, using digital and analogue clocks.</p> <p>I can read time on analogue clocks to the quarter hour.</p> <p>I can read time on analogue clocks to the quarter hour. I can begin to tell the time to 5 minutes.</p>	<p>ASSESSMENT</p> <p>LO I can identify features of hot and cold places.</p> <p>Identify countries close to the North and South poles and the Equator. Discuss - which country would you prefer to live and why? Draw and label features of their preferred region and write why they would prefer to live there.</p>	<p>ASSESSMENT</p> <p>BIG QUESTION:</p> <p>Do living things change or stay the same?</p>	<p>LO I can understand what debugging is.</p> <p>Children to explore a range of different sets of coding blocks and debug them to ensure that they work appropriately.</p>	<p>LO I can evaluate my design.</p> <p>Complete evaluation sheet explaining what they did well / what they would do differently next time.</p>	<p>LO I can work together as part of a team.</p> <p>Working together as a team to complete and perform our Nativity.</p>	<p>LO I can create my own multiskill workout.</p> <p>Creating and then completing our own multiskill workout made up of our favourite fitness exercises.</p>	<p>Nativity performance.</p>