

Autumn Term Medium Term Planning Yr 2 2018 (First Half) NEW NATIONAL CURRICULUM

-New National Curriculum is in bold

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Maths	Elicitation Task and 2 stars and a wish	Number: Place Value	Number: Place Value	Number: Place Value	Number: Addition and Subtraction	Number: Addition and Subtraction	ASSESSMENTS	
English	<p><u>Reading- word</u></p> <ul style="list-style-type: none"> - continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading. <p><u>Reading - comprehension</u></p> <ul style="list-style-type: none"> - develop pleasure in reading, motivation to read, vocabulary and understanding - understand the books that they can already read accurately and fluently and those that they listen to - participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves <p><u>Spelling</u></p> <p>spell by:</p> <ul style="list-style-type: none"> - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly - learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones - learning to spell common exception words - learning to spell more words with contracted forms - learning the possessive apostrophe (singular) [for example, the girl's book] - distinguishing between homophones and near-homophones - add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly <p>-Apply spelling rules and guidance</p> <p>-Write from memory simple sentences dictated by the teacher that include words using the GPC's, common exception words and punctuation taught so far</p>							

	<p><u>Handwriting</u></p> <ul style="list-style-type: none"> - form lower-case letters of the correct size relative to one another - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined - write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters - use spacing between words that reflects the size of the letters. <p><u>Writing - composition</u></p> <ul style="list-style-type: none"> - develop positive attitudes towards and stamina for writing - consider what they are going to write before beginning - make simple additions, revisions and corrections to their own writing - read aloud what they have written with appropriate intonation to make the meaning clear. <p><u>Writing - vocabulary, grammar and punctuation</u></p> <ul style="list-style-type: none"> - learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) - learn how to use: - sentences with different forms: statement, question, exclamation, command - expanded noun phrases to describe and specify [for example, the blue butterfly] - the present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but) - the grammar for year 2 - some features of written Standard English - use and understand the grammatical terminology in discussing their writing 			
	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center; width: 50%;"> <u>RECOUNT/LETTER WRITING - DEAR TEACHER</u> Familiarisation/Immersion in text type Capturing ideas Shared Writing </td> <td style="text-align: center; width: 50%;"> <u>STORY WRITING - THE DAY THE CRAYONS QUIT</u> Familiarisation/ Immersion in text type Capturing ideas Shared Writing </td> </tr> </table>	<u>RECOUNT/LETTER WRITING - DEAR TEACHER</u> Familiarisation/Immersion in text type Capturing ideas Shared Writing	<u>STORY WRITING - THE DAY THE CRAYONS QUIT</u> Familiarisation/ Immersion in text type Capturing ideas Shared Writing	
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Computing	<p>Children will:</p> <ul style="list-style-type: none"> - use technology purposefully to create, organise, store, manipulate and retrieve digital content - recognise common uses of information technology beyond school - 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. 			

IPC Includes: History Geography Art ICT	<p>Hooray...Let's go on Holiday!</p> <p>This term children will be exploring the fact that Holidays are special days when we take a rest from school and work. Our holidays in the past were very different from holidays today. Now that we can travel to all parts of the world and even space, who knows where we will go for our holidays in the future? They will be using skills that they have learnt previously and they will then build on these within the areas of history, geography, art and ict. They will also make links to this topic within their English and Maths lessons.</p>
Science	<p>Taught next term</p>
History	<p>Children will be taught about:</p> <ul style="list-style-type: none"> - changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life - events beyond living memory that are significant nationally or globally - the lives of significant individuals in the past who have contributed to national and international achievements. - significant historical events, people and places in their own locality. <p>This term we will be finding out:</p> <ul style="list-style-type: none"> - About the holidays that we have had in our own past - About the holidays that our families and other people have had in the past - What is the same and what is different between holidays in the past and today - About some of the wonders of the world
Geography	<p>Children will be taught to:</p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans - name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols

	<p>in a key</p> <p>- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>This term we will be finding out:</p> <ul style="list-style-type: none"> - About the places people go to on holiday - How they get to their holiday destination - Some of the things people do on holiday - What people wear on holiday - How tourism can spoil holiday places
Art	<p>Children will focus on creating paintings, collages and pastel art related to the Hooray....let's go on holiday! topic</p> <ul style="list-style-type: none"> - to use a range of materials creatively to design and make products - to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination - to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Music	Taught next term
PE	<p>We will follow the 'Leap into Life' programme during outdoor and indoor PE sessions. Achieve 4all coaches to teach multi skills.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> - master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities - participate in team games, developing simple tactics for attacking and defending - perform dances using simple movement patterns.
Languages	Although languages are not compulsory at KS1, we will try each week to cover some French words and phrases.
PSHE/Citizenship/SEAL	<p>We're all Stars</p> <p>This will involve finding out about each other, understanding how to solve problems and making good choices.</p>
RE Devon agreed syllabus	<p>RE this term will enable the children to explore the religion of Christianity, while asking and responding to key questions about their own and others' beliefs.</p> <p>This unit is focusing on God and exploring the question - What do Christians believe God is like?</p>
Environmental Work	Using the outdoor school environment where possible to enhance lessons and lesson objectives.