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| Year 2 – Autumn 1 Medium Term Plan  |
|  | Week 14/9  | Week 211/9 | Week 318/9 | Week 425/9 | Week 52/10 | Week 69/10 | Week 716/10 |
| Events |  |  | International Peace Day (21/9) |  | Caritas in Action Enrichment Day |  |  |
| Wider Experiences |  |  |  |  |  | Visit to Church |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | Why should we spread the Good News | Why is our world a place of wonder? (Literacy) | How can we look after our world? (Science) | Why do people gather together (Literacy) | -- | What makes a place special? (RE) | What does it mean to belong? (RE) |
| Guided Reading |  |
| Independent Questions |  |  |
| SPaG | Capital Letters and Full Stops | Making Sense | Sentence Openers (Time Adverbials) | Capital Letters and Full Stops | Conjunctions | Making Sense |  |
| Writing | Greta and the GiantsParagraph 1: DeforestationParagraph 2: Greta ThunbergIndependent Writing- Non-Chronological Report | Emma Jane’s AirplaneParagraph 1: Describe what the pigeon is like and where it livesParagraph 2: Describe what the dragon is like where it livesIndependent Writing- Retell part of the story |  |
| Maths | Place Value | Addition and Subtraction |
| RE | BeginningsKnow and understand:The many beginnings each day offers – **Explore**God is present in every beginning – **Reveal**Acquire the skills of assimilation, celebration and application of the above – **Respond** | Signs and SymbolsKnow and understand:Experience of signs and symbols **– Explore**Signs and symbols used in Baptism – **Reveal**Acquire the skills of assimilation, celebration and application of the above **– Respond** |
| Science | Living, Dead and Never AliveTo explore and compare the differences between things that are living, dead, and things that have never been alive | Local Habitats To identify and name a variety of plants and animals in their habitats, by mapping a habitat and identifying its inhabitants. | MicrohabitatsTo identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats. | World HabitatsTo 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, by researching habitats and the animals that live in them. | Working Together Staying AliveTo 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 by considering the adaptations of animals, and how living things in a habitat depend on each other | Food Chains Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food by making a variety of food chains. |  |
| TopicChanges within living memory. Where appropriate, these should be used to reveal aspects of change in national lifeName and locate the world’s seven continents and five oceansUse 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 | Inspirational WomenGreta ThunbergTo understand the early life of Greta ThunbergIntroduction to Greta Thunberg- Early life- How she was passionate about the environment | To understand how Greta changed the worldDiscuss the changes Greta made to the planetOpportunity to reflect on catholic values | To research inspirational activists from around the worldChildren to use world map to locate home countries and continents for other inspirational female climate activists | Amelia EarhartTo understand the early life of Amelia EarhartIntroduction to Amelia Earhart- Early life- How she was inspired to fly | To understand how Amelia Earhart was importantDiscuss the significance of Amelia Earhart, attitudes at the timeLocate on a map her travel routeOpportunity to reflect on catholic values | To write a letter as Amelia EarhartWrite a letter from the perspective of Amelia Earhart on one of her journeys | Frida KahloExplore the life of the artist and draw and paint a self portrait in her style |
| Computing | Algorithms To understand what an algorithm is.To create a computer program using an algorithm. | Collision DetectionTo create a program using a given design.To understand the collision detection event. | Using a TimerTo understand that algorithms follow a sequence.To design an algorithm that follows a timed sequence. | Different Object TypesTo understand that different objects have different properties.To understand what different events do in code. | ButtonsTo create a program using a given design.To understand the function of buttons in a program. | Smelly Code DebuggingTo know what debugging means.•To understand the need to test and debug a program repeatedly.To debug simple programs. |  |
| Music | Ukelele |