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| Year 2 – Autumn 2 Medium Term Plan | | | | | | | | |
|  | Week 1  30/10 | Week 2  6/11 | | Week 3  13/11 | Week 4  20/11 | Week 5  27/11 | Week 6  4/12 | Week 7  11/12 |
| Events | Caritas in action enrichment day |  | |  |  |  |  |  |
| Wider Experiences |  |  | |  |  |  |  |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | Linked to enrichment | How do we prepare for good things? (RE) | | What is a journey?  (Literacy) | When is change good  (Science) | What makes you rich?  (Maths, Literacy) | If your life was a song, what would the title be? (Music) | Why do we celebrate? |
| Guided Reading |  | | | | | | | |
| Independent Questions |  | | | |  | | | |
| SPaG | Capital Letters and Full Stops | Expanded noun phrases | | Sentence Openers (Time Adverbials) | Capital Letters and Full Stops | Conjunctions | Making Sense |  |
| Writing | The Queen’s Handbag  Paragraph 1: Describing the item that was lost  Paragraph 2: The journey  Independent Writing- Narrative | | | | A Christmas Carol  Paragraph 1: Appearance  Paragraph 2: Personality  Independent Writing- Character Description | | |  |
| Maths | Addition and Subtraction | | Shape | | | | Money | |
| RE | Advent  Know and understand:  Preparing for special times – **Explore**  Advent four weeks of preparation for the celebration of Jesus at Christmas – **Reveal**  •Acquire the skills of assimilation, celebration and application of the above – **Respond** | | | | Books  Know and understand:  About the different books used at home and in school – **Explore**  The books used in Church on Sunday by the parish family – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond** | | | |
| Science | Identifying uses  To identify and compare the suitability of a variety of  everyday materials, including wood, metal, plastic, glass,  brick, rock, paper and cardboard for particular uses, by  identifying the uses of different materials. | Out and about  To identify and classify the uses of everyday materials, in  the context of the local area.  To gather and record data to help in answering questions,  by exploring the purposes of different objects. | | Comparing suitability  To identify and compare the suitability of a variety of  everyday materials, including wood, metal, plastic, glass,  brick, rock, paper and cardboard for particular uses, by  exploring the purposes of different objects. | Changing Shape  To find out how the shapes of solid objects made from  some materials can be changed by squashing, bending,  twisting and stretching, by changing the shape of objects. | Recycling  To find out how the shapes of solid objects made from  some materials can be changed by squashing, bending,  twisting and stretching, in the context of recycling. | Discover new materials  To find out about people who have developed new  materials, by learning about John McAdam. |  |
| Topic  Events beyond living memory that are significant nationally or globally (Great Fire of London)  The lives of significant individuals in the past who have contributed to national and international achievements (Samuel Pepys and King Charles II) | Great Fire of London  To understand what happened and why it happened.  Locate UK on a world map, then locate England on UK map- Name and label capital city on our blank map  Ask and begin to answer questions about events e.g. When? What happened? What was it like…? Why? Who was involved? | To understand why Samuel Pepys is significant  Write sentence/s about SP and why he is significant  To understand how the Great Fire of London occurred using Samuel Pepys Diary  Sequence events using diary entry | | To understand how and where the fire had spread  Draw own maps of London using the aerial photograph and colour in to show the spread of fire. Draw main streets, landmarks, river Thames etc. and recall features of a map | To write a recount of the Great Fire of London  Extended writing piece- Model writing the recount on WW  Success criteria outlined for everyone– checklist of what must be included (key words, significant people, sentence openers etc.) | To compare London in 1666 to London today  Compare pic of houses, annotate with materials, fire prevention facilities and equipment– firefighters, fire engines, fire alarms, fire extinguishers  Sort images of houses from past and present | To design a Tudor house  Annotate design with colours, choice of materials and equipment to be used e.g. white, brown, cardboard, scissors, glue, paint, crayons, paper etc.  To make the Tudor house  Use materials and appropriate equipment to help build designed houses | To evaluate the Tudor house against the design  Compare product to the design and then peers to compare and give feedback  Write evaluation in books |
| Computing | Searching  and Sharing  To know how to refine searches using  the Search tool.  To know how to share work  electronically using the display boards.  To use digital technology to share work  on Purple Mash to communicate and  connect with others locally.  To have some knowledge and  understanding about sharing more  globally on the Internet. | Email  Using  2Respond  To introduce Email as a communication  tool using 2Respond simulations.  To understand how we talk to others  when they are not there in front of us.  To open and send simple online  communications in the form of email. | | Digital  Footprint  To understand that information put  online leaves a digital footprint or trail.  To begin to think critically about the  information they leave online.  To identify the steps that can be taken  to keep personal data and hardware  secure |  |  |  |  |
| Music | Ukelele | | | | | | | |