



Medium Term Plan- Year 2- Autumn 1

FHIS Value Driver- Responsibility

British Value: (Democracy)

Learning Star: Listening Star

|  | Writing | Reading | Spelling | Maths | Geography | Science | PSHE | RE | Computing | ART | PE | Music |
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**Class Reader:**

**Enrichment opportunities:**

|               |   |   |                                |                                 |  |   |   |   |   |  |   |  |
|---------------|---|---|--------------------------------|---------------------------------|--|---|---|---|---|--|---|--|
| <b>Week 1</b> | <p><u>Text Type</u><br/>The Owl who was afraid the dark- Jill Tomlinson (Transition)</p> <p><u>Skill</u><br/>Writing complete sentences – recap from Year 1; capital letters, full stops etc.</p> | <p><u>Text Type</u><br/>The Owl who was afraid the dark – Jill Tomlinson (Transition)</p> <p><u>Skill</u><br/>Retrieval</p>             | RWI Red words (Orange- Yellow) | <b>Unit 1</b><br>Numbers to 100 | (Not back from holidays)   | (Not back from holidays)  | <b>Relationships</b><br><b>Lesson 1:</b><br>To recognise different behaviours       | <b>Transition</b><br>Week 1 - What is religion? What do you want to find out? (AfL) |   |  |   |  |
| <b>Week 2</b> | <p><u>Text Type</u><br/>The Owl who was afraid the dark- Jill Tomlinson (Transition)</p> <p><u>Skill</u><br/>Building a paragraph Grammar – nouns, adjectives and verbs.</p>                      | <p><u>Text Type</u><br/>The Owl who was afraid the dark – Jill Tomlinson (Transition)</p> <p><u>Skill</u><br/>Retrieval/ Vocabulary</p> | Plural suffixes (s and es)     | <b>Unit 1</b><br>Numbers to 100 | <b>Lesson 1:</b><br>Mapwork Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others'                   | <b>Lesson 1:</b><br>To know that plants need light, water and a suitable temperature to grow and stay healthy   | <b>Relationships</b><br><b>Lesson 2:</b><br>I know how feelings can be hurt         | To listen to and retell a Jewish story how Judaism began                            | <b>Lesson 1:</b><br>To recognise the uses and features of information technology. | <b>Lesson 1:</b><br>To explore printing              | <b>Dodgeball /Basketball</b><br><b>Lesson 1:</b><br><br>Sending and Receiving to roll a ball towards a target |  |
| <b>Week 3</b> | <p><u>Text Type</u><br/>Stardust – Julia Donaldson (Story narrative)</p> <p><u>Skill</u></p>  | <p><u>Text Type</u><br/>Pumpkin Soup by Helen Cooper<br/><u>Skill</u><br/>VIPERS</p>  | Suffixes (el / le)             | <b>Unit 1</b><br>Numbers to 100 | <b>Lesson 2:</b><br>Compass points and using these to navigate. The compass directions are North, South, East, West. To know the compass points and how to use these to navigate | <b>Lesson 2:</b><br>To know that plants may grow from either seeds or bulbs.<br><br>To know that seeds and bulbs can germinate and then grow into seedlings and then continue | <b>Relationships</b><br><b>Lesson 3:</b><br>To think about what makes a good friend | To explore the celebration of Rosh Hashannah  | <b>Lesson 2:</b><br>To identify the uses of information technology in school.     | <b>Lesson 2:</b><br>Monoprinting and relief printing | <b>Lesson 2:</b><br>To track and receive a rolling ball.  |  |



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|               |  |  |                      |   |   | to grow into mature plants<br><b>WS: To observe the changes of a bulb over time</b>   |   |   |   |                                     |  |  |
| <b>Week 4</b> | <u>Text Type</u><br>Stardust – Julia Donaldson (Story narrative)<br><br><u>Skill</u> | <u>Text Type</u><br>Pumpkin Soup Helen Cooper<br><u>Skill</u><br>VIPERS    | RWI Red words (Blue) | <b>Unit 1</b><br>Numbers to 100           | <b>Lesson 3:</b> Locating and describing Daventry<br>To know that Daventry is a town and develop understanding of the countryside having different geographical features.   | <b>Lesson 3:</b><br>To know that seeds and bulbs need to be planted at particular times of the year, and their germination and growth happens at different rates<br><b>WS: To observe the changes of a bulb over time</b> | <b>Relationships</b><br><b>Lesson 4:</b><br>To choose when to share my body | What are the important Jewish symbols?                | <b>Lesson 3:</b><br>To identify information technology beyond school. | <b>Lesson 3:</b><br>Press printing  | <b>Lesson 3</b><br>To send and receive a ball with your feet |  |
| <b>Week 5</b> | <u>Text Type</u><br>Stardust – Julia Donaldson (Story narrative)<br><br><u>Skill</u> | <u>Text Type</u><br>Pumpkin Soup by Helen Cooper<br><u>Skill</u><br>VIPERS | Past tense           | <b>Unit 2</b><br>Addition and subtraction | <b>Lesson 4:</b> Locating and describing London<br>To know that London is a city and that cities have different geographical features than the countryside<br>To know that most countries have a capital city and that London is the capital city of the UK | <b>Lesson 4:</b><br>To know that mature plants have flowers which then develop into seeds, berries and fruits   | <b>Relationships</b><br><b>Lesson 5:</b><br>I know how to be a good friend  | What important artefacts can you find in a Synagogue? | <b>Lesson 4:</b><br>To explain how information technology helps us.   | <b>Lesson 4:</b><br>Carbon printing | <b>Lesson 4</b><br>To develop catching skills                |  |



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| <p><b>Week 6</b></p> | <p><u>Text Type</u><br/>Stardust – Julia Donaldson (Story narrative)</p> <p><u>Skill</u></p>                          | <p><u>Text Type</u><br/>The magic and mystery of trees. (Non-fiction)</p> <p><u>Skill</u><br/>VIPERS</p> | <p>Present tense</p>        | <p><u>Unit 2</u><br/>Addition and subtraction</p> | <p><b>Lesson 5:</b><br/>Comparing Land use of Daventry and London<br/>To know that land use refers to how the land is used.<br/>To know that different areas use the land differently to meet different needs of the people living there. E.g: Countryside is sparse of people and use land for farming. Cities use land for buildings etc.</p> |  | <p><b>Relationships</b><br/><b>Lesson 6:</b><br/>I can share my opinion</p> | <p>To understand why Jewish people wear special clothing for prayer</p> | <p><b>Lesson 5:</b><br/>To explain how to use information technology safely.</p>                  | <p><b>Lesson 5:</b><br/>Fabric printing</p> | <p><b>Lesson 5:</b><br/>To develop throwing and catching skills</p>    |  |
| <p><b>Week 7</b></p> | <p><u>Text Type</u><br/>Stardust – Julia Donaldson (Story narrative)</p> <p>Independent write</p> <p><u>Skill</u></p> | <p><u>Text Type</u><br/>The magic and mystery of trees. (Non-fiction)</p> <p><u>Skill</u><br/>VIPERS</p> | <p>RWI Red words (Grey)</p> | <p><u>Unit 2</u><br/>Addition and subtraction</p> | <p><b>Lesson 6:</b> Plan a route to visit human and physical features in Daventry.<br/>To know to follow a route on an aerial map and be able to describe features on a map</p>   |  | <p><b>Relationships</b><br/><b>Lesson 7:</b><br/>I know I belong</p>        | <p>Harvest</p>  | <p><b>Lesson 6:</b><br/>To recognise that choices are made when using information technology.</p> | <p><b>Lesson 6:</b><br/>Final piece</p>     | <p><b>Lesson 6:</b><br/>To send and receive a ball using a racket.</p> |  |