

Year 2 Autumn Term A 25/26

| | 1 September 3 rd – 5 th | 2 September 8 th – 12 th | 3 September 15 th – 19 th | 4 September 22 nd – 26 th | 5 October 29 th – 3 rd | 6 October 6 th – 10 th | 7 October 13 th – 17 th | 8 October 20 th – 24 th |
|--|--|--|---|---|---|---|---|--|
| Maths Power Maths | Introduction to routines of: <ul style="list-style-type: none"> Fluent in Five Power Maths books/ display Extension tasks Mastering Number | Numbers to 100 <ul style="list-style-type: none"> Toolkit lessons Numbers to 20 Count in 10s Count in 10s and 1s | Numbers to 100 <ul style="list-style-type: none"> Recognise 10s and 1s Build a number line from 10s and 1s Use a place value grid Partition numbers to 100 Partition numbers flexibly within 100 | Numbers to 100 <ul style="list-style-type: none"> Write numbers to 100 in expanded form 10s on a number line to 100 10s and 1s on a number line to 100 Estimate numbers on a number line Compare numbers | Numbers to 100 <ul style="list-style-type: none"> Compare numbers Order numbers Count in 2s 5s and 10s Count in 3s End of unit check | Addition and Subtraction <ul style="list-style-type: none"> Toolkit lesson Fact families Learn number bonds Add and subtract 2 multiples of 10 Complements to 100 (tens) | Addition and subtraction <ul style="list-style-type: none"> Add and subtract 1s Add by making 10 Add using a number line Add three 1 digit numbers Add to the next 10 | Addition and Subtraction <ul style="list-style-type: none"> Add across a 10 Subtract across a 10 Subtract from a 10 Subtract 1 digit from a 2 digit – across 10 |
| | Maths Key Vocab: tens, ones, place value grid, partition, more, fewer, fewest, greatest, smallest, fact family, number sentence, number bond, column, 10 more, 10 less | | | | | | | |
| English Literacy Tree Active Spelling Read Write Inc | Introduction to routines of: <ul style="list-style-type: none"> Reading texts Writing texts Vocabulary books Grammar tasks Active Spelling | Reading After the Fall – Dan Santat -To retrieve and record information. -To identify key details from fiction and non fiction. -To predict what might happen on the basis of what has been read so far. -To explain the meaning of words in context. -To make inferences from the text. -To explain and justify inferences with evidence from the text. Vocab: great, after binoculars, tie, vines, sequel, odd, close, famous, grand, king's men, healed, bandages, afraid, enjoying 1 - 5 Writing Goldilocks & the three bears | Reading After the Fall – Dan Santat -To make inferences from the text. -To explain and justify inferences with evidence from the text. -To summarise main ideas from more than one paragraph. -To retrieve and record information. -To identify key details from fiction and non fiction. -To predict what might happen on the basis of what has been read so far. -To explain the meaning of words in context. Vocab: cereal, pun, word-play, settled, perfect, sequence, summarise, number, order, settled, perfect, accident, almost, decided, nervous, admit, terrified 6 - 10 Writing Goldilocks & the three bears -To understand events from another point of view. -To work in role in small groups. | Reading After the Fall – Dan Santat -To make inferences from the text. -To explain and justify inferences with evidence from the text. -To summarise main ideas from more than one paragraph. -To retrieve and record information. -To identify key details from fiction and non fiction. Vocab: nervous, admit, terrified, maybe, sequence, summarise, theme, comedy, mystery, love, bravery, fear, hobbies, accidents, horror, hope, fun, tradition, family 11 - 15 Writing Goldilocks & the three bears -To work collaboratively to create plans. -To use plans to create a story. | Reading Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts -Identify and explain the sequence of events in texts. -To predict what might happen on the basis of what has been read so far. -To draw on knowledge of vocabulary to understand texts. -To make inferences from the text. Vocab: recognised, dim, frock, smugly, cinders, endearment, announcement, ball, eligible, finery, 1 - 4 Writing Wolves – Emily Gravett -To select vocabulary to describe. -To identify books on a theme. | Reading Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts -To explain key aspects of fiction and non fiction texts. -To draw on knowledge of vocabulary to understand texts. Vocab: fetch, stout, chauffeur, gown, anxious, hopeless, haste, delicate, dainty, vowed 5 - 7 Writing Wolves – Emily Gravett -To create a character description. | Reading Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts -To make inferences from the text. -To predict what might happen on the basis of what has been read so far. -Identify and explain the sequence of events in texts. Vocab: Recap all vocab from this unit 8 - 10 Writing Wolves – Emily Gravett -To combine information in a paragraph. | <ul style="list-style-type: none"> Book Reviews Grammar checks Active Spelling checks |

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| | | <ul style="list-style-type: none"> -To identify and sort appropriate describing words. -To identify and sort appropriate describing words. -To use the spelling rule for adding –s or –es. -To use adjectives within a sentence to describe a character. -To link adjectives to an action. -To identify a statement. -To sequence events within a story. -To write up a story using different openers. | <ul style="list-style-type: none"> -To compare two versions of the same story. -To identify how a characters feelings change as a story moves on. -To continue writing a simple story based on pictures. | <ul style="list-style-type: none"> -To write up, edit and publish a sequel. | <ul style="list-style-type: none"> -To distinguish between fact and fiction. -To identify features of non fiction books. -To describe using adjectives. | <ul style="list-style-type: none"> -To write fact sentences using cause and effect words. -To identify nouns. -To create a glossary. -To plan a non-chronological report. | <ul style="list-style-type: none"> -To write comparative sentences. -To introduce a theme or a topic. -To conclude a theme or topic. -To edit and improve writing. -To create a glossary. | |
| | Active Spelling a making the 'or' sound ball fall call all wall | Active Spelling a making the 'or' sound talk stall tall hall small | Active Spelling c making the 's' sound race lice ice mice cell face lace space pace celery | Active Spelling j sound spelt 'dge' badge bridge edge smudge fudge wedge dodge fridge judge ridge | Active Spelling Suffix – ly July reply ugly really welly curly jelly smelly silly sly | Active Spelling o making the 'u' sound son ton money honey mother brother other nothing Monday another | Active Spelling Keep the 'y' add ing spying crying trying worrying copying marrying replying frying hurrying | Active Spelling Add ing to words ending in e hoping shining making loving using sliding writing dancing liking coming |
| Science | | KWL grid Definitions of key vocab Uses of everyday materials F R O G S | Uses of everyday materials To know how to explore the strength of a material. How does the amount of water affect the strength of a kitchen towel? F R O G S | Uses of everyday materials To know to explore the changes in material over time. What will happen to our ice lolly? F R O G S | Uses of everyday materials To know how to classify materials. Which materials will twist, bend, squash and stretch? F R O G S | Uses of everyday materials To know how to compare different materials. Which material would be best for the roof of little pig's house? F R O G S | Uses of everyday materials To know how to compare the effectiveness of different materials. Which materials would be suitable for Traction Man's outfit? F R O G S | Uses of everyday materials To explore key scientists linked to materials. Who is William Addis? Who is Charles Mackintosh? Who is John MacAdam? F R O G S |
| | Science Key Vocab: bending, brick, cardboard, changed, glass, materials, metal, paper, plastic, properties, purpose, rock, shapes, squashing, stretching, suitability, suitable, twisting, unsuitable, uses, wood, classify, compare, discuss, find out, identify, observe closely, record | | | | | | | |
| History Chris Quigley | | KWL grid Definitions of key vocab Castles Lincoln Castle Battle of Hastings | | The Battle of Hastings To research a significant historical event. When/where did the Battle of Hastings take place? Where did William the Conqueror come from? Describe what is meant by the word 'conquest'. | | The Battle of Hastings To research a significant historical event. Who beat King Harold? List the key dates of the Norman invasion on a timeline. | | The Battle of Hastings To research a significant historical event. When did William I become King of England? |
| | History Key Vocab: conquest, descendants, retreat, historical source, tapestry | | | | | | | |
| Geography Chris Quigley | KWL grid Definitions of key vocab The United Kingdom | | The United Kingdom To identify the four countries and seas around the UK. | | The United Kingdom To identify capital cities of the UK. | | The United Kingdom To identify seasonal and daily weather patterns in the UK. | |

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| | | | Can you locate the countries on a map? Do you recognise the flags of the UK? | | Can you locate capital cities on a map? Do you recognise landmarks in the UK? | | How can we report the weather? How can we spot patterns in the weather? | |
| | Geography Key Vocab: countries, seas, locate, map, recognise, flags, capital cities, landmarks, seasonal, weather, daily | | | | | | | |
| Art Chris Quigley | Introduction to portraits Look at different examples of portraits, using different materials | | Definitions of key vocab Portraits To know what a portrait is and discuss different styles over time. What is a portrait? How have portraits changed over time? | | Portraits To apply the rules of facial proportion when drawing my self-portrait. What is a self-portrait? What does facial proportion mean? | | Portraits To create a painted background for my portrait. What are my hobbies? What colour do I mix to change the tone? | |
| | Art Key Vocab: primary colours, vivid, emotions, tints, tones, pattern, secondary colours, symmetrical, artist, shades, colour wheel, texture, proportion, eyes, emotion | | | | | | | |
| Design Technology Chris Quigley | | Definitions of key vocab What is Design and Technology? To understand what Design and Technology is. What is Design and Technology? | | What is Design and Technology? To understand the design process. Design process: think, make, break, repeat What are the four stages of the design process? | | What is Design and Technology? To understand the design process. Design process: think, make, break, repeat What are the four stages of the design process? | | |
| | DT Key Vocab: purpose, inspiration, materials, intended user, features, techniques, product, rigid, pivot fulcrum, force, input, output, automatically, fluency, inspiration | | | | | | | |
| Music Music Express | | Vocabulary Discuss definitions of key vocabulary using examples | Ourselves To create and respond to vocal sounds and body percussion. What is body percussion? | Ourselves To develop the use of vocal sounds to express feelings. What are feelings? | Ourselves To understand how mood can be expressed using the voice. What are different types of mood? | Toys To keep a steady beat at different speeds. What is a steady beat? | Toys To develop a sense of steady beat through chant, actions and instruments. How can I use chants? How can I use actions? How can I use instruments? | Toys To perform a steady beat. Can I perform in front of the class? |
| | Music Key Vocab: percussion, vocal, mood, expression, voice, speeds, beat, chant, actions, instruments | | | | | | | |
| PE Synergy - PPA Get Set 4 PE | | Fundamentals To explore how the body moves when running at different speeds. What does speed mean? | Fundamentals To develop changing direction and dodging. What does direction mean? What is dodging? | Fundamentals To develop balance, stability and landing safely. What does stability mean? | Fundamentals To explore and develop jumping, hopping, and skipping actions. What are actions? | Fundamentals To develop coordination and combining jumps. What is coordination? | Fundamentals To develop combination jumping and skipping in an individual rope. What does combination mean? | Fundamentals Using skills learnt this term on the apparatus. What are skills? |
| | PE Key Vocab: running, direction, dodging, balance, stability, landing, jumping, hopping, skipping, coordination | | | | | | | |
| Worldviews Priory Curriculum | | What is a human being? | What is a human being? To compare humans to other animals. | Who am I? To understand what a human being is. | Being human: The Bible | Being human: Orthodox To understand what an Orthodox Christian is. | Being human: Methodist To understand what a Methodist Christian is. | What is a human being – Christian worldviews |

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| | | Introduce key vocabulary and relevant characters | What is a human being? | What is a human being? | To understand the importance of the Bible to Christians. What is the special book for Christians? | What is an Orthodox Christian? | What is a Methodist Christian? | To summarist our learning from this unit of study. What have I learnt this half term? | |
| | RE Key Vocab: human, unique, creation, image of God, purpose, orthodox, methodist | | | | | | | | |
| Computing Teach Computing | | Definitions of key vocab IT around us To communicate – use a range of applications and devices in order to communicate ideas, work and messages. | IT around us To recognise the uses and features of information technology What is information technology? | IT around us To identify the uses of information technology in the school What IT do we have around school? | IT around us To identify information technology beyond school What IT can you think of beyond school? | IT around us To explain how information technology helps us What are the benefits of IT? | IT around us To explain how to use information technology safely How do we use IT safely? | IT around us To recognise that choices are made when using information technology How can we use IT in different ways? | |
| | Computing Key Vocab: computers, information, technology, file, move, resize, connected | | | | | | | | |
| PSHE Jigsaw | | Being Me in My World | Being Me in My World Help others to feel welcome To identify hopes and fears for this year. When do you feel worried? Who do you ask for help? | Being Me in My World Try to make our school community a better place To understand the rights and responsibilities for being a member of my class and school. How do I help myself and others feel like we belong? | Being Me in My World Think about everyone’s right to learn To listen to other people and contribute my own ideas about rewards and consequences. How do I make my class a safe and fair place? | Being Me in My World Care about other people’s feelings To listen to other people and contribute my own ideas about rewards and consequences. How do I work cooperatively? | Being Me in My World Work well with others To understand how following the Learning Charter will help me and others learn. What is a Learning Charter? | Being Me in My World Choose to follow the Learning Charter To recognise the choices I make and understand the consequences. What is a consequence? | |
| | PSHE Key Vocab: hopes, fears, worried, community, responsibilities, belong, contribute, rewards, consequences, safe, fair, cooperatively, Learning Charter | | | | | | | | |