

	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 -To identify and sort appropriate describing words.	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. -To compare two versions of the same story.	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. -To write up, edit and publish a sequel.	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. -To distinguish between fact and fiction.	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. -To write fact sentences using cause and effect words. -To identify nouns.	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. -To write comparative sentences.	<ul style="list-style-type: none"> Book Reviews Grammar checks Active Spelling checks

		-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.	-To identify how a characters feelings change as a story moves on. -To continue writing a simple story based on pictures.		-To identify features of non fiction books. -To describe using adjectives.	-To create a glossary. -To plan a non-chronological report.	-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 stetch? 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. Can you locate the countries on a map? Do you recognise the flags of the UK?		The United Kingdom To identify capital cities of the UK. Can you locate capital cities on a map? Do you recognise landmarks in the UK?		The United Kingdom To identify seasonal and daily weather patterns in the UK. How can we report the weather? How can we spot patterns in the weather?	

	<u>Geography Key Vocab:</u> 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?	
	<u>Art Key Vocab:</u> 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?		
	<u>DT Key Vocab:</u> purpose, inspiration, materials, intended user, features, techniques, product, rigid, pivot fulcrum, force, input, output, automatically, fluency, inspiration							
Music Sing Up	Tony Chestnut	Learn the melody and add actions to the beat	Improving phrasing and tuning. Track the shape of the melody with gesture	Progression snapshot: Lead or respond to a 4 beat action pattern	Play the songs melody on a tuned percussion instrument	Improvise rhythms along to a backing track	Compose call and response music	
	<u>Music Key Vocab:</u> beat, rhythm, melody, echo, call and response, tuned, untuned, progression snapshot							
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?
	<u>PE Key Vocab:</u> running, direction, dodging, balance, stability, landing, jumping, hopping, skipping, coordination							
Worldviews Priory Curriculum		What is a human being? Introduce key vocabulary and relevant characters	What is a human being? To compare humans to other animals. What is a human being?	Who am I? To understand what a human being is. What is a human being?	Being human: The Bible To understand the importance of the Bible to Christians. What is the special book for Christians?	Being human: Orthodox To understand what an Orthodox Christian is. What is an Orthodox Christian?	Being human: Methodist To understand what a Methodist Christian is. What is a Methodist Christian?	What is a human being – Christian worldviews To summarise our learning from this unit of study. What have I learnt this half term?
	<u>RE Key Vocab:</u> human, unique, creation, image of God, purpose, orthodox, methodist							
Computing Teach Computing		Definitions of key vocab IT around us	IT around us To recognise the uses and features of information technology	IT around us To identify the uses of information technology in the school	IT around us To identify information technology 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	IT around us To recognise that choices are made when using information technology

		To communicate – use a range of applications and devices in order to communicate ideas, work and messages.	What is information technology?	What IT do we have around school?	What IT can you think of beyond school?		How do we use IT safely?	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							

Year 2 Autumn Term A 25/26
Medium Term Planning