|                                   | 1<br>November<br>3rd – 7 <sup>th</sup>   | 2<br>November<br>10 <sup>th</sup> - 14th  | 3<br>November<br>17th – 21 <sup>st</sup>   | 4<br>November<br>24th – 28 <sup>th</sup>  | 5<br>December<br>1st – 5 <sup>th</sup>   | 6<br>December<br>8 <sup>th</sup> – 12 <sup>th</sup>   | 7<br>December<br>15 <sup>th</sup> – 19 <sup>th</sup> |
|-----------------------------------|--|---|--|---|--|---|--|
| Maths                             | Addition and Subtraction  • 10 more, 10  | Addition and Subtraction  • Subtract a 2  | Addition and Subtraction  • Missing  | Properties of shapes  | Properties of shapes  • Sort 2D  | Properties of shapes  • Sort 3D shapes  | White Rose Maths<br>Assessment                       |
| Power Maths                       | Add and subtract 10s     Add two 2 digit numbers — add tens and ones     Add two 2 digit numbers — add more tens then more ones              | digit number from a 2 digit number – not across 10  Subtract a 2 digit number – across ten How many more? How many fewer?  Subtraction – find the difference Compare number sentences | Nilssing number problems     Mixed addition and subtraction     Two step problems      Shape Toolkit lessons x2                              | Recognise 2D     and 3D     shapes     Count sides     on 2D shapes     Count     vertices on     2D shapes     Draw 2D     shapes     Lines of     symmetry on     shapes  | shapes Make patterns with 2D shapes Count faces on 3D shapes Count edges on 3D shapes Count vertices on 3D shapes  | Make patterns with 3D shapes  | Assessment   |
|                                   | Maths Key Vocab: total, 1  | tens, ones, subtract, difference  |  | represent, pentagon, polygon<br>e, face, line of symmetry, curve  |  | on, hemisphere, symmetry, sym   | metrical, vertex, vertices,                          |
| English Literacy Tree             | Reading<br>There's a Rang-Tan in my<br>bedroom – James Sellick   | Reading There's a Rang-Tan in my bedroom – James Sellick  | Reading There's a Rang-Tan in my bedroom – James Sellick   | Reading The Magic and Mystery of Trees – Jen Green  | Reading The Magic and Mystery of Trees – Jen Green   | <b>Reading</b> The Magic and Mystery of Trees – Jen Green   | PIRA Reading Assessmen                               |
| Active Spelling<br>Read Write Inc | Vocab: orangutan, habitat,<br>diet, physical features,<br>plantation, protect, destroy,<br>palm oil  | Vocab:<br>orangutan, habitat, diet,<br>physical features, plantation,<br>protect, destroy, palm oil<br>4 - 6  | Vocab:<br>orangutan, habitat, diet,<br>physical features, plantation,<br>protect, destroy, palm oil<br>7 - 10                                | Vocab: maybe, theme, comedy, mystery, love, bravery, fear, hobbies, accidents, horror, hope, fun, tradition family, blurb, phrase, intrigue, carbon dioxide, sap, conifer, oxygen, sprout, minerals, pollution  1 - 5 | Vocab: trunk, skeleton, fungi, scaly, season, buds, shoots, ripen, blustery, merely, stocks, bloom, parcel, attract, vital, fertile, bitter, current, distant, scattered, distant, system, bleak, sprout, feast, digest, nutrients, dung | Vocab: acorn, sprout, seedling, unfurl, surface, mysterious, recently, support, defend, damper, warding off, senses, tangle, yelling, complaining, devoured, imprisons, bitter, tactic, scent, deterred, habitat, fussy, depths, scattered, deserts, mammals, grubs |  |
|                                   |  |   |  |   | 6 - 10   | 11- 15  |  |
|                                   | Writing The Journey Home – Frann Preston-Gannon  Persuasive letters – posters, postcards, wanted posters, information reports, short stories | Writing The Journey Home — Frann Preston-Gannon  Persuasive letters — posters, postcards, wanted posters, information reports, short stories  | Writing The Journey Home – Frann Preston-Gannon  Persuasive letters – posters, postcards, wanted posters, information reports, short stories | Writing We are Water Protectors — Carole Lindstrom  Environmental campaign — List poems, non-chronological reports (animals), chronological reports (life cycles), character descriptions, protest signs              | Writing We are Water Protectors – Carole Lindstrom  Environmental campaign – List poems, non- chronological reports (animals), chronological reports (life cycles), character descriptions, protest signs                                | Writing We are Water Protectors – Carole Lindstrom Environmental campaign – List poems, non-chronological reports (animals), chronological reports (life cycles), character descriptions, protest signs   |  |
|                                   | Active Spelling Double the final consonant when adding - ed stopped hopped rubbed planned stepped dropped tripped spotted batted hugged      | Active Spelling Suffix ment and ness enjoyment sadness development darkness treatment illness judgement kindness employment fairness  | Active Spelling le, el endings table apple bottle middle little tinsel squirrel jewel cruel hotel  | Active Spelling Silent kn knot knight know known knee knock knife kneel knelt knives  | Active Spelling Possessive apostrophes for singular nouns Megan's (the) girl's (the) child's (the) man's (the) Queen's   | Active Spelling Possessive apostrophes for singular nouns (the) mother's (the) woman's (the) clown's (the) policeman's (the) lion's   |  |

| Science  History  Chris Quigley  | Uses of everyday materials To explore key scientists linked to materials. Who is William Addis? Who is Charles Mackintosh? Who is John MacAdam? FROGS  Science Key Vocab: bending The Battle of Hastings Bayeux Tapestry What is the name of the famous artefact linked to this battle? What events does it | Uses of everyday materials To explore key scientists linked to materials. Who is William Addis? Who is Charles Mackintosh? Who is John MacAdam? FROGS |  | Uses of everyday materials To know how to compare a range of materials for a criteria. What materials would be best for a raincoat? FROGS | Lincoln Castle Historical place in locality Use the internet to research interesting facts about Lincoln | Uses of everyday materials Careers What careers could you do linked to materials? End of unit What have you learnt?  ching, suitability, suitable, twisti | Christmas themed science lesson |
|----------------------------------|---|---|--|---|--|---|---------------------------------|
|                                  | show?   |   |  |   | Castle Were there any significant people or events linked to Lincoln                                     |   |                                 |
|                                  |   | <u> </u>  | History Key Vocab: cond  | uest, descendants, retreat, hi  | Castle?<br>storical source, tapestry   | <u> </u>  |                                 |
| Goography                        |   | The United Kingdom  |  | The United Kingdom  | ,,   | The United Kingdom  |                                 |
| Geography                        |   | To recognise landmarks by   |  | To identify seasonal  |  | To identify daily weather   |                                 |
| Chris Quigley                    |   | using aerial images.  |  | patterns in the UK.   |  | patterns in the UK.   |                                 |
|                                  |   | What is a landmark? Do  |  | What are the seasons?   |  | What season are we in now?  |                                 |
|                                  |   | you know of any famous landmarks in the UK?   |  |   |  | What do you notice about the daily weather?   |                                 |
|                                  |   |   |  |   |  | Are there any patterns?   |                                 |
|                                  | Geograpi  | ny Key Vocab: united, union, n  | nonarchy, democratic, governn  | nent, archipelago, population   | , emblem, peak, rural, remot   | te, inhabitants, tourism, Gaelic, o   | causeway                        |
| Art Chris Quislay                |   | Portraits To discuss a variety of clay portraits.   |  | Portraits<br>To design a clay portrait.   |  | Portraits To create a clay portrait.  |                                 |
| Chris Quigley                    |   | What is a clay portrait? How are clay portraits used? Are there any significant artists linked to clay portraits?                                     |  | What is a design? What features do I need to include and why?   |  | How do I feel about my work today?  Can I evaluate my clay portrait?  Is there any ways I could improve my clay pot?                                      |                                 |
|                                  |   | · ·   | l<br>colours, vivid, emotions, tints,  | tones, pattern, secondary col   | l<br>ours, symmetrical, artist, sha  | l<br>ades, colour wheel, texture  |                                 |
| Design Technology  Chris Quigley | Lever Mechanisms To understand what a lever is and define key vocabulary. Can you think of examples of lever mechanisms?  |   | Lever Mechanisms To practise making lever mechanisms in different ways. How will a lever move? |   | Lever Mechanisms To practise making lever mechanisms in different ways. How will a lever move?           |   |                                 |
|                                  |   | DT Key  | Vocab: rigid, pivot, fulcrum, fo   | <br>prce, input, output, automatica   | lly, fluency, inspiration, purp  | ose, user.  |                                 |
| Music                            | Carnival of the animals   | Select instruments and  | Listen with increased  | Identify different qualities  | Recognise and respond  | Christmas Performance   | Christmas Performances          |
| Sing Up                          |   | compose music to reflect<br>an animal's character.  | concentration to sounds/music and respond.   | of sound and how they<br>are made.  | to changes of speed and pitch  | Rehearsals  |                                 |
|                                  |   | l   | Music Key Vocab: timbre,   | pitch, rhythm, notes, tempo,  | speed, compose, respond  | l   | l                               |
| PE                               | Gymnastics  | Gymnastics  | Gymnastics   | Gymnastics  | Gymnastics   | Gymnastics  | Christmas Performances          |
|                                  | ,   | ,   | ,  | ,   | ,  | ,   |                                 |

| Jiysaw                        | sometimes people make assumptions about boys and girls.  | sometimes people make assumptions about boys and girls.     | To understand that bullying is sometimes about differences.  How can I help if someone | To recognise what is right and wrong and know how to look after myself.                           | ok to be different from<br>other people and to be<br>friends with them. | To tell you some ways I am different to my friends.  How can I give and receive |                       |  |  |
|-------------------------------|--|---|--|---|---|---|-----------------------|--|--|
| <b>PSHE</b> Jigsaw            | Celebrating Differences  Boys and Girls  To understand that  | Celebrating Differences  Boys and Girls  To understand that | Celebrating Differences Why does bullying happen?                                      | Celebrating Differences Standing up for myself and others   | Celebrating Differences Gender Diversity To understand that it is       | Celebrating Differences Celebrating difference and still being friends          |                       |  |  |
|                               | Computing Key Vocab: devices, digital, landscape, portrait, image editing, capture, focus, autofocus |   |  |   |   |   |                       |  |  |
|                               | How do I take a photograph on a device?  |   |  | improved?   |   |   |                       |  |  |
|                               | To use a digital device to take a photograph.  | How can I make a photograph look better?                    | How can I improve a photograph?  | What ways can photographs be  | What tools can I use to change an image?                                | How can you recognise if a photo has been changed?                              |                       |  |  |
| Teach Computing               | Photography Taking photographs   | To make choices when taking a photograph.                   | To describe what makes a good photograph.  | To describe how photographs can be improved.  | To use tools to change an image.  | To recognise that photos can be changed.  |                       |  |  |
| Computing                     | Definitions of key vocab  Creating Media   | Landscape or portrait?                                      | What makes a good photograph?  | Lighting  | Effects   | Is it real?   |                       |  |  |
|                               | RE Key Vocab: human, Allah, creation, harmony, khalifa, Qur'an, equality, Guru, Sikh, Waheguru       |   |  |   |   |   |                       |  |  |
| Priory Curriculum             |  | Why do we have rules?                                       | characteristics of a khalifa.<br>What does it mean to be a<br>leader or ruler?         | Muslims try to keep his creation in harmony. Can children help keep the natural world in harmony? | What do Sikh's believe?   | human. What do you do to show kindness to other people?                         |                       |  |  |
| Worldviews  Priory Curriculum | What is a human being?   | Being Human To understand why we have rules in school.      | The Qur'an To understand the qualities and   | Muslim Worldviews To understand why it is important to Allah that                                 | The Guru Granth Sahib To learn about what it means to be a Sikh.        | Sikh Worldviews To understand what Sikh people, believe about being             | Christmas Performance |  |  |
|                               |  |   | stic, shapes, link, balances, cre  |   |   |   |                       |  |  |
| Get Set 4 PE                  | together   |   | apparatus.   | landing when performing jumps.  |   |   |                       |  |  |
| Synergy - PPA                 | To perform gymnastic shapes and link them  | To use shapes to create balances.                           | To link travelling actions and balances using  | To demonstrate different shapes, take off and   | To develop rolling and<br>sequence building.                            | To create a sequence using apparatus.   |                       |  |  |

## Year 2 Autumn Term B 25/26 Medium Term Planning