	1 September 5th – 8th	2 September 11th - 15th	3 September 18th – 22nd	4 September 25th – 29th	5 October 2nd – 6th	6 October 9th – 13th	7 October 16th - 20th
Maths Power Maths	**Numbers to 100** • Toolkit lesson • Numbers to 20 • Count in 10s • Count in 10s and 1s	**Numbers to 100** • 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** • 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** • Compare numbers • Order numbers • Count in 2s 5s and 10s • Count in 3s • End of unit check	**Addition and Subtraction** • Toolkit lesson • Fact families • Learn number bonds • Add and subtract 2 multiples of 10 • Complements to 100 (tens)	**Addition and subtraction** • 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** • 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

	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing	Reading	Writing
	Reading After the Fall – Dan Santat. **Vocab: great, after binoculars, tie, vines, sequel, odd, close, famous, grand** 1 - 3	Goldilocks & the three bears. Sequel stories – wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	After the Fall – Dan Santat. **Vocab: king's men, healed, bandages, afraid, enjoying, cereal, pun, word-play, settled, perfect, sequence, summarise, number, order** 4 - 7	Goldilocks & the three bears. Sequel stories – wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	After the Fall – Dan Santat. **Vocab: settled, perfect, accident, almost, decided, nervous, admit, terrified** 8 - 11	Goldilocks & the three bears. Sequel stories – wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	After the Fall – Dan Santat. **Vocab: maybe, theme, comedy, mystery, love, bravery, fear, hobbies, accidents, horror, hope, fun, tradition family, blurb, phrase, intrigue** 12 - 15	Goldilocks & the three bears. Sequel stories – wanted posters, letters, retellings from another point of view, lists of rules, character descriptions	Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts. **Vocab: recognised, dim, frock, smugly, cinders, endearment** 1-3	Wolves – Emily Gravett. Non-chronological leaflets – captions, information writing, character descriptions and comparisons	Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts. **Vocab: ball, eligible, finery, fetch, stout, chauffeur, gown, anxious, hopeless, haste, delicate, dainty, vowed** 4-6	Wolves – Emily Gravett. Non-chronological leaflets – captions, information writing, character descriptions and comparisons	Cinderella: An Art Deco Dairy Tale – Lynn & David Roberts. **Vocab: Recap all vocab from the text** 7-10	Wolves – Emily Gravett. Non-chronological leaflets – captions, information writing, character descriptions and comparisons

	Active Spelling a making the 'or' sound	**Active Spelling** c making the 's' sound	**Active Spelling** j sound spelt 'dge'	**Active Spelling** Suffix – ly	**Active Spelling** o making the 'u' sound	**Active Spelling** Keep the 'y' add ing	**Active Spelling** Add ing to words ending in e
	ball / talk / fall / stall / call / tall / all / hall / wall / small	race / lice / ice / mice / cell / face / lace / space / pace / celery	badge / bridge / edge / smudge / fudge / wedge / dodge / fridge / judge / ridge	July / reply / ugly / really / welly / curly / jelly / smelly / silly / sly	son / ton / money / honey / mother / brother / other / nothing / Monday / another	spying / crying / trying / worrying / copying / copying / marrying / replying / frying / hurrying	hoping / shining / making / loving / using / sliding / writing / dancing / liking / coming

| **Science** | KWL grid Definitions of key vocab **Uses of everyday materials** FROGS | **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? FROGS | **Uses of everyday materials** To know to explore the changes in material over time. What will happen to our ice lolly? FROGS | **Uses of everyday materials** To know how to classify materials. Which materials will twist, bend, squash and stetch? FROGS | **Uses of everyday materials** To know how to compare different materials. Which material would be best for the roof of little pig's house? FROGS | **Uses of everyday materials** To know how to compare the effectiveness of different materials. Which materials would be suitable for Traction Man's outfit? FROGS | **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, 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? | | **The Battle of Hastings** Who beat King Harold? List the key dates of the Norman invasion on a timeline. | | **The Battle of Hastings** When did William I become King of England? |

			Describe what is meant by the word 'conquest'.			

History Key Vocab: conquest, descendants, retreat, historical source, tapestry

Geography Chris Quigley		KWL grid Definitions of key vocab **The United Kingdom** To identify the four countries of the UK and locate on map What is the UK?		**The United Kingdom** To recognise flags of the UK To name seas around the UK Can you locate the seas on a map?		**The United Kingdom** To identify capital cities and locate them on a map Do you recognise any landmarks?

Geography Key Vocab: united, union, monarchy, democratic, government, archipelago, population, emblem, peak, rural, remote, inhabitants, tourism, Gaelic, causeway

Art Chris Quigley	Definitions of key vocab **Portraits** Artist – Thomas Gainsborough Artist Study Why is Thomas Gainsborough a significant artist? What techniques did he use?		**Portraits** Colour wheels – mix primary colours to make secondary Can you name the primary colours? Can you name the secondary colours?		**Portraits** Painting – Add white to colours to make tints and black to colours to make tones What happens when you add white paint to colours? What happens when you add black paint to colours?		**Portraits** Create our own portraits – using thick and thin paint brushes What parts do you use thin brushes for? What parts do you use thick brushes for?

Art Key Vocab: primary colours, vivid, emotions, tints, tones, pattern, secondary colours, symmetrical, artist, shades, colour wheel, texture

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?** To understand the design process. Design process: think, make, break, repeat What are the four stages of the design process?		**Lever Mechanisms** To be able to make a lever. Research different examples of a lever mechanism What is a lever?

DT Key Vocab: purpose, inspiration, materials, intended user, features, techniques, product, rigid, pivot fulcrum, force, input, output, automatically, fluency, inspiration

Music Music Express		**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.	**Fundamentals** To develop changing direction and dodging.	**Fundamentals** To develop balance, stability and landing safely.	**Fundamentals** To explore and develop jumping, hopping, and skipping actions.	**Fundamentals** To develop coordination and combining jumps.	**Fundamentals** To develop combination jumping and skipping in an individual rope.	**Fundamentals** Using skills learnt this term on the apparatus.

RE Lincolnshire Diocese	Definitions of key vocab **Being Human – Islam (Believing)** KWL Grid What do we remember about Islam in Year 1?	**Being Human – Islam (Believing)** To understand everyone has different beliefs. What is a Worldview? Ways of believing and the sources of authority they draw from. Everyone has beliefs that impact on the way which they live and shape the way they think about the world around them. Religious beliefs or not – we all have ways of believing	**Being Human – Islam (Believing)** To understand what Muslims believe and why. Introduction to a Muslim Worldview Create a mind map to revisit key beliefs in Islam What are they key beliefs in Islam?	**Being Human – Islam (Believing)** To name the Five Pillars of Islam. The Five Pillars of Sunni Islam Introduce the Five Pillars of Sunni Islam – explain that they help 'hold up' the Muslim community What are the Five Pillars of Islam for?	**Being Human – Islam (Believing)** To explore one of the Five Pillars of Islam. Imam: Shahadah The first pillar of Islam – Shahadah Compare Muslim beliefs about God with Christians What does Shahadah mean?	**Being Human – Islam (Believing)** To understand how Muslims make good choices. Akhlaq: Making Good Choices Who gives you guidance? Who helps you when you are stuck? What is Akhlaq? The Prophets who give Muslims guidance to help them follow the straight path	**Being Human – Islam (Believing)** To understand how Muslims make good choices. Akhlaq: Making Good Choices Zakat – bring more harmony into the world How can sharing with others be a way of bringing harmony into the world? What is Zakat?

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?

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?

Year 2 Autumn Term A 23/24 Medium Term Planning