Year 2 medium term planning

Autumn 1 – Topic – Street Detectives

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|  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| English | **Non-chronological report-**  Model text- Middlesborough through the ages | | | | | **Poetry-** Diamante  Linked to reading focus | |  |
| Spelling focus | or spelt a before l and ll | Soft c | Adding the suffix Y | Adding the suffix Y | Adding the suffix -LY | The N sound spelt GN and KN | The N sound spelt GN and KN |  |
| SPAG FOCUS | Nouns (common and proper) | Verbs  Commands | Rhetorical questions  Co-ordinating conjunctions | Subordinating conjunctions  Commas for a list  Subheadings | Apostrophes for possessions |  |  |  |
| Reading focus  *Based on needs of class* |  | **Guided reading**  Fluency | **Guided reading**  Fluency | **Guided reading**  Predicting | **Guided reading**  Inference | **Guided reading**  Poetry | **Guided reading**  Poetry |  |
| Maths | **Place value**  Counting in 10s and using a place value chart. | **Place value**  Working with numbers to 100. | **Place value**  Comparing and estimating. | **Place value**  Counting in 2,5,10s and 3s. | **Addition and subtraction**  Number bonds to 10,20 and 100 | **Addition and subtraction**  Adding by making 10  Adding 3 one digit numbers  Adding to next 10  Adding across 10 | **Addition and subtraction**  Subtract across 10  Subtract form a 10  Subtract 1digit from 2digit number. |  |
| Science | **Basic needs**  Describe the basic needs of animals, including humans for survival. | **Offspring**  Be able to notice that animals including humans have offspring which grow into adults. | **Life Cycles**  Look at the life cycle for a human and butterfly. Sequence the life cycles in the correct order. | **Human investigation**  Gather data on the size of people feet and their age. | **Exercise**  Discover why exercise is important for our bodies. Investigate what happens when we exercise to out bodies. | **Health diet**  A Balanced Diet  Planning a healthy meal. | **Washing hands**  Create a poster on the importance of washing hands. |  |
| History |  | **Walk round Marske**  Children go for a walk round Marske looking at the buildings and finding out information about each one. | **Marske-Then and Now**  Using photographs of building in Marske from the past and present, the children compare these and explain how things have changed. | **Going Shopping**  Find out about how shopping in Marske in the past would be different to shopping today. | **Children in Victorian Times**  Find out about the types of jobs children did in Victorian times. Focus on the jobs that children in Marske would have done. | **Victorian Schools in Marske**  Using photos and books, find out about the history of the schools in Marske.  Have a Victorian lesson. What would you have learnt? |  |  |
| Geography | **Where is my locality?**  Moving in from a world perspective to continent, to country, to county and to a town.  (Use of Google Earth/Maps) | **Aerial Photos of Marske**  Identifying human and physical features on aerial photos. | **Street Maps of Marske**  Identifying human and physical features on street maps.  **Mapping Symbols**  Why are these used on maps?  Using a key. | **Buildings in Marske**  Identifying the uses of familiar buildings. Why are these buildings important to the people who live here? | **Sketch Maps of Marske**  Drawing our own sketch maps using mapping symbols and simple keys. | **Fieldwork-Traffic Survey**  Carrying out a traffic survey of vehicles in Marske.  Recording findings using ICT  Drawing conclusions. | **Environmental Study**  Look at things in the locality that could be improved. Identify one thing to develop a proposal on e.g. litter on the beach, too much traffic going past the school, lack of areas for children to play etc. | **Environmental Study**  Develop a proposal for improvements that could be made to improve the local community. |
| Art | **Who is LS Lowry?**  Find out who LS Lowry was and what he was famous for.  Look at examples of his paintings- identify similarities and themes within the paintings. | **Colour in Lowry’s Paintings**  Look at Lowry’s use of colour.  Colour mixing to create a palette of tones and shaded that Lowry could have used in his paintings. | **Perspective in Lowry’s Paintings**  Look at perspective identifying how things far away are small and those that are closer are bigger. Examine the background, discussing how the colours of these are paler to make them look far away. Paint a backgrounds for a Lowry style painting. | **Buildings in Lowry Paintings**  Look at how to draw buildings in the style of LS Lowry.  Experiment with line drawings of buildings- factories and terraced houses.  Draw and colour some buildings to add to the background created in the previous session. | **Matchstick Figures**  Look at Lowry’s figures. How does he make them look as if they are moving?  What colours does he use?  What are they wearing?  Experiment with drawings of matchstick figures.  Create these in pencil crayon and felt tip. | **Collage**  Create mixed media collages using the work produced in previous lessons.  Make up the collage by layering:   * Background * Buildings * Figures | **Class Collaboration Project**  **Textiles-Background**  Create a large class (or group) textile picture (s) based on the work of LS Lowry.  Using wool winding (in Lowry colours) make blocks of wool to create the background, including sky and ground. |  |
| Design technology |  |  |  |  |  |  |  |  |
| ICT | **Online Safety**  Getting to know the Computer suite  Logging on  The importance of keeping passwords safe  Where to save work. | **2 Code-Algorithms**  What is an algorithm?  Creating a computer code using an algorithm. | **2 Code-Collision** Detection  Create a program using a given design.  Understanding the collision detection event. | **2 Code-Using a Timer**  Understanding that algorithms follow a sequence.  Designing an algorithm that follows a timed sequence. | **2 Code-Objects**  Understanding that different objects have different properties.  Understanding what different events do in code. | **2 Code-Buttons**  Creating a program using a given design.  Understanding the function of buttons in a program. | **2 Code-Debugging**  What does de-bugging mean?  Understanding the need to test and debug a program repeatedly.  Debugging simple programs. |  |
| Music | **Charanga-Hands, Feet, Heart-Step 1**  Listen and Appraise- Hands, Feet, Heart  Games-Pulse and Rhythm  Learn to sing the song  Perform the song | **Charanga-Hands, Feet, Heart-Step 2**  Listen and Appraise- The Click Song  Games-Pulse and Rhythm  Learn to sing the song  Instruments-Glockenspiels/Recorders  Perform the song | **Charanga-Hands, Feet, Heart-Step 3**  Listen and Appraise- Mbube  Games-Pulse and Rhythm  Learn to sing the song  Instruments-Glockenspiels/Recorders  Improvisation | **Charanga-Hands, Feet, Heart-Step 4**  Listen and Appraise- Bring Him Back Home  Games-Pulse and Rhythm  Learn to sing the song  Instruments-Glockenspiels/Recorders  Improvisation | **Charanga-Hands, Feet, Heart-Step 5**  Listen and Appraise- You Can Call Me Al  Games-Pulse and Rhythm  Learn to sing the song  Instruments-Glockenspiels/Recorders  Improvisation | **Charanga-Hands, Feet, Heart-Step 6**  Listen and Appraise-Hlokoloza  Games-Pulse and Rhythm  Learn to sing the song  Instruments-Glockenspiels/Recorders  Improvisation |  |  |
| PSHE | **Being me in my world**  Hopes and Fears  for the Year | **Being me in my world**  Rights and  Responsibilities | **Being me in my world**  Rewards and  Consequences | **Being me in my world**  Rewards and  Consequences | **Being me in my world**  Our Learning  Charter | **Being me in my world**  Owning our Learning Charter |  |  |
| RE |  |  |  | **Judaism-Sukkot**  Explain that Sukkkot is celebrated in Autumn to say thank you to God.  Show pictures of the Sukkot shelter and talk about how it is made, decorated and used. Draw parallels with Christian Harvest festival. | **Judaism-Sukkot**  Talk about special foods we have for particular celebrations. Find out about  kosher food and write a shopping list for a meal in the Sukkot shelter. | **Judaism-Sukkot**  Create and taste some dishes used for a Sukkot meal. <https://www.food.com/ideas/sukkot-recipes-7132#c-898682> | **Judaism-Sukkot**  Tell the story of Moses leading the Jewish people out of Israel and the parting of the sea.  Retell the story orally and complete a storyboard to retell the story. |  |