

Medium Term Planning

Autumn Term

Year 2	Autumn 1	Autumn 2
Theme / Topic	Great Fire of London	Durham – All around us
Visit / Visitors <i>When / where possible</i>	tbc	tbc
RE	Come and See: Beginnings Signs and Symbols Preparing Other World Faiths: Judaism – Shabbat	
English Literature	The Owl who was afraid of the Dark Owl Babies Toby and the Great Fire of London	RWI Texts
Reading	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Read accurately words of two or more syllables that contain the same graphemes as above Listens to and talks about a wide range of texts including poetry Ask and answer questions about books read and shared	

	<p>Make plausible predictions</p>
Writing	<p>Use basic layout conventions in different forms of writing</p> <p>Plan out loud what is going to be written</p> <p>Create simple plans to support writing</p> <p>Make simple changes to writing where appropriate</p> <p>Proof-reads own writing to check for basic errors</p>
Spelling	<p>Variety of spelling rules linked to National Curriculum including:</p> <p>Words containing each of the 40+ phonemes already taught</p> <p>Common exception words</p> <p>The days of the week</p> <p>Name the letters of the alphabet:</p> <p>Naming the letters of the alphabet in order</p> <p>Using letter names to distinguish between alternative spellings of the same sound</p> <p>Add prefixes and suffixes:</p> <p>Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</p> <p>Using the prefix un–</p> <p>Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]</p> <p>Spelling shed resources used to support teaching of spelling</p>
Grammar, Punctuation and Vocabulary	<p>Use co-ordinating conjunctions (joining words)</p> <p>Use question marks and exclamation marks in writing</p>

	<p>Use adjectives for description</p> <p>Understand and use the terms noun, verb and adjective</p>	
<p>Speaking and Listening</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p>	
<p>Mathematics</p>	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Begin to count in steps of 2, 3 and 5 from 0 and in 10s from any given number • Identify, represent and estimate numbers • Recognise the place value of each digit in a 2-digit number • Begin to compare and order numbers from 0-100; use <, > and = signs • Begin to use number facts to solve simple problems <p>Addition and Subtraction</p> <ul style="list-style-type: none"> • Begin to recall and use addition and subtraction facts to 20 fluently and use related facts up to 100 • Begin to show that addition of two numbers can be done in any order and subtraction of one number from another cannot • Solve problems with addition and subtraction • Begin to recognise and use the inverse relationship between addition and subtraction 	<p>Measures</p> <ul style="list-style-type: none"> • Begin to recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • Begin to find a combination of coins that equal the same amount of money • Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Begin to recall multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers to 50 • Begin to calculate mathematical statements for multiplication and division using mathematical symbols • Show multiplication can be done in any order • Begin to solve problems involving multiplication and division including problems in context

Science	Computing	Design Technology	PE
<p>Content:</p> <p>Scientific Enquiry</p> <p>Skills and Success Criteria:</p> <p>Make and test predictions about what will happen in an investigation.</p> <p>Use equipment to make measurements using non-standard measures</p> <p>Record results in a variety of ways block graph</p> <p>Content:</p> <p>Animals, including humans</p> <p>Skills and Success Criteria:</p> <p>Recognise that animals, including humans, have offspring which grow into adults</p> <p>Recognise and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Recognise the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>Content:</p> <p>Computer Science</p> <p>Skills and Success Criteria:</p> <p>Understand that algorithms are implemented as programs on digital devices</p> <p>Make routes using precise instructions</p> <p>Debug simple programs</p> <p>Content:</p> <p>Digital Literacy</p> <p>Skills and Success Criteria:</p> <p>Staying safe online</p> <p>Content:</p> <p>IT Database</p> <p>Skills and Success Criteria:</p> <p>Branching database</p>	<p>Content:</p> <p>Textiles</p> <p>Skills and Success Criteria:</p> <p>Make an animal puppet</p>	<p>Content:</p> <p>Gymnastics</p> <p>Skills and Success Criteria:</p> <p>Master basic movements and develop balance</p>

Geography	History	Music	Art & Design
<p>Content:</p> <p>Map work</p> <p>Skills and Success Criteria:</p> <p>Identify different maps – British Isles/World maps</p> <p>Locate & identify Durham, describe features and simple routes</p> <p>Name & locate the world's seven continents and five oceans</p> <p>Use simple compass directions (North, South, East & West)</p>	<p>Content:</p> <p>Events from beyond living memory</p> <p>Skills and Success Criteria:</p> <p>Important events – what makes them significant?</p> <p>The Great Fire of London</p>	<p>Content:</p> <p>Skills and Success Criteria:</p> <p>Children learn a variety of musical skills and begin to learn the violin</p>	<p>Content:</p> <p>Patterns</p> <p>Skills and Success Criteria:</p> <p>Identify patterns around us.</p> <p>Drawing and painting patterns in our environment</p> <p>Artists</p>