

Medium Term Planning

Autumn Term

Year 2	Autumn 1	Autumn 2
Theme/Topic	Great Fire of London	Durham – All around us
Visit/Visitors	Durham University Online session Great Fire of London	Oriental Museum – Great Artists
RE	<p>Beginnings</p> <p>Children will be able to recognise the story of Creation as a religious story and recognise and use some religious words and phrases about types of prayer; recognise that people are kind and loving because God made them; say what they wonder about the beauty around them and God creating the world; retell the story of Creation as a religious story or some phrases from the psalms; describe and use some religious words and phrases about types of prayer; describe that people are kind and loving because God made them; ask questions about what they wonder about the beauty around them and God creating the world.</p> <p>Signs and Symbols</p> <p>Children will be able to recognise the signs and symbols used in baptism; use some religious words and phrases used in the Sacrament of Baptism; recognise that Christians act in a particular way because they are members of the Church family; use religious words and phrases to describe some actions and symbols used in baptism; describe some ways in which Christians live as followers of the Light of Christ.</p> <p>Judaism – Shabbat</p> <p>Preparing</p> <p>Children will be able to recognise the events around the birth of Jesus as religious stories; recognise some religious signs and symbols and use religious words and phrases connected with the liturgical season of Advent; recognise that Christians, through their actions follow Jesus as the Light of the World; retell the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events; use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent; describe how Christians follow Jesus as the Light of the World and live that out in their lives.</p>	
RSE	<p>Module 1 – Created and Loved by God</p> <p>Unit 1: Religious Understanding</p> <p>Children will know that we are created individually by God and God wants us to talk to Him often through the day and treat Him as our best friend. God has created us, His children, to know, love and serve Him in this life and forever – this is our purpose and goal and will bring us</p>	

	<p>true happiness. We are created as a unity of body, mind and spirit: who we are matters and what we do matters and we can give thanks to God in different ways. During this unit, children will actively engage with the story, activities and discussions each day.</p>
<p>PSHE</p>	<p>Content:</p> <ul style="list-style-type: none"> • September: International Day of Democracy Children will be taking part in School Council elections and Ambassador voting for leadership roles and learning about the importance of democracy, rule of law and how democratic voting takes place. • October: Black History Month Children to investigate the impact that Rosa Parks had on changes for people of colour in American history. Share positive picture books containing stories of diversity. World Mental Health Day Children to complete Live Lesson – Express Yourself focus on coping with feelings, staying safe and practicing self-care, use of BBC, Twinkl and Ten-Ten resources to support. • November: Anti-Bullying Week and Remembrance Sunday Use of Ten-Ten resources to support discussions, work in class on celebrating difference and the effects of bullying on Mental Health. Ambassadors to lead work in school. Celebration of odd sock day to mark the start of Anti-Bullying Week. Children will also be studying how we remember in our local area – Focus on Seaham “Tommy statue” Throughout the month, children will also be learning about several celebrations such as Diwali, Bonfire Night, Stress Awareness Day and World Kindness Day. • December: Human Rights Children will be learning about the basic human rights, supported by Ten-Ten and CAFOD resources. This year’s theme is focusing on how rights are the beginning of peace within societies, and a way to create a fairer society for future generations.
<p>English Literature</p>	<p>The Owl who was afraid of the Dark Owl Babies Mog’s Christmas Calamity All About Orangutans The Owl and the Pussycat Toby and the Great Fire of London RWI Texts</p>
<p>Reading</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Make plausible predictions
Writing	<ul style="list-style-type: none"> • Use basic layout conventions in different forms of writing • Plan out loud what is going to be written • Create simple plans to support writing • Make simple changes to writing where appropriate • Proof-reads own writing to check for basic errors
Spelling	<ul style="list-style-type: none"> • Variety of spelling rules linked to National Curriculum including: <ul style="list-style-type: none"> ○ words containing each of the 40+ phonemes already taught ○ common exception words ○ the days of the week • name the letters of the alphabet: <ul style="list-style-type: none"> ○ naming the letters of the alphabet in order ○ using letter names to distinguish between alternative spellings of the same sound • add prefixes and suffixes: <ul style="list-style-type: none"> ○ using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs ○ using the prefix un– ○ 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] • Spelling shed resources used to support teaching of spelling
Grammar, Punctuation and Vocabulary	<ul style="list-style-type: none"> • Use co-ordinating conjunctions (joining words) • Use question marks and exclamation marks in writing • Use adjectives for description • Understand and use the terms noun, verb and adjective
Speaking and Listening	<ul style="list-style-type: none"> • listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge • use relevant strategies to build their vocabulary

Mathematics	<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>Animals, including Humans</p> <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival – water, food and air. • Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. • Recognise that animals, including humans, have offspring which grow into adults. 	<p>Content:</p> <p>Computer Science</p> <ul style="list-style-type: none"> • Use Word with word art and clip art to create a Name Plate. • Use Scratch to create and debug animation sequence. • Introduce Microbits • Know devices that enable direct communication between people through images and text. • Staying safe online 	<p>Content:</p> <p>Design and Construction – Buildings in London 1666</p> <p>Skills and Success Criteria:</p> <ul style="list-style-type: none"> • Designing <p>Design functional and appealing products, drawing ideas from own experiences and other sources such as reading</p> <p>Generate, develop, model and communicate ideas</p> <p>Explore a range of through talking, drawing, templates, mock ups and,</p>	<p>Content:</p> <p>Games</p> <p>Gymnastics</p> <p>Athletics</p> <p>Dance</p> <p>Skills and Success Criteria:</p> <p>Games:</p> <p><u>Mini Tennis 1</u></p> <ul style="list-style-type: none"> • Move into different positions to catch the ball • Strike the ball with a suitable technique aiming the ball into space

<ul style="list-style-type: none"> Recognise and describe the basic needs of animals, including humans, for survival (water, food and air) Recognise the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <p>Skills and Success Criteria:</p> <p>Working Scientifically</p> <ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. Make and test predictions about what will happen in an investigation. Record results in a variety of ways - block graph 	<p>Skills and Success Criteria:</p> <ul style="list-style-type: none"> Understand that algorithms are implemented as programs on digital devices Make routes using precise instructions Debug simple programs <p>E-safety ongoing throughout the year: Children will be taught to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content on the internet or other online technologies</p>	<p>where appropriate, information technology.</p> <p>State the purpose of the design and the intended user.</p> <p><u>Making</u></p> <p>Explore a range of tools and equipment for practical tasks and select from these, explaining choices.</p> <p>Explore a range materials and components and select from these according to their characteristics.</p> <p>Use and make templates</p> <p>Measure, mark out, cut and shape materials</p> <p>Join and combine materials</p> <p>Use simple fixing methods</p> <p>Use finishing techniques</p> <p><u>Evaluating</u></p> <p>Talk about their products and make simple judgements</p> <p>Suggest how their products could be improved</p>	<ul style="list-style-type: none"> Feed using a suitable technique Change their approach in response to their opponent's actions Know how to score and follow the rules of the game Describe what they have done and seen others do <p><u>Gymnastics:</u></p> <p><u>Unit 3 tasks 1 and 2</u></p> <ul style="list-style-type: none"> Repeat a sequence on the floor and on apparatus, including a beginning, middle and end Work with a partner to place apparatus safely Choose different actions in their sequence like jumping, turning, balancing, rolling & taking weight on hands Recognise the parts of their bodies that they need to warm up Create longer and more complicated sequences Keep their bodies tense, moving with control, by extending their arms and legs <p><u>Multi skills /Fundamental movement:</u></p> <p><u>Games skills</u></p> <ul style="list-style-type: none"> Play co-operatively and competitively with a partner /small group Use space well Be a competent mover Control and make decisions when playing with balls of various sizes & shapes Make up simple rules with others to make the game enjoyable and challenging
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Geography	History	Music	Art & Design
<p>Content: Map work</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Use basic geographical vocabulary 	<p>Content: Great Fire of London</p> <ul style="list-style-type: none"> • Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London) • the lives of significant individuals in the past who have contributed to 	<p>Content:</p> <p>Learning to play the Violin</p> <p>Children learn a variety of musical skills and begin to learn the violin</p> <p>Skills and Success Criteria:</p>	<p>Content:</p> <p>Patterns</p> <p>Identify patterns around us.</p> <ul style="list-style-type: none"> • Drawing and painting patterns in our environment

<p>Skills and Success Criteria:</p> <p>Fieldwork</p> <ul style="list-style-type: none"> Identify features of each country in the UK. Discuss features of local environment/area <p>Sketching</p> <ul style="list-style-type: none"> Locate capital cities on maps Locate the city we live in, Durham, on a map. <p>Map Skills</p> <ul style="list-style-type: none"> Identify different maps – British Isles/World maps Locate & identify Durham, describe features and simple routes Use simple compass directions (North, South, East & West) 	<p>national and international achievements. Some should be used to compare aspects of life in different periods – Black History Month Rosa Parks</p> <p>Skills and Success Criteria:</p> <p><u>Chronology</u> Put people, events and objects on a simple timeline.</p> <p><u>Historical Enquiry</u> Choose and use parts of stories and other sources to show understanding of events.</p> <p><u>Historical interpretation</u> Compare pictures or photographs of people or events in the past.</p> <p><u>Range and depth of historical knowledge</u> Drama – develop empathy and understanding (hot seating, speaking and listening). <u>Continuity and change</u> Describe some historical changes.</p> <p><u>Causes and consequences</u> Recognise what happened as a result of people’s actions or events.</p> <p><u>Similarities and differences</u> Make some observations about similarities and differences within a period, e.g. rich and poor.</p> <p><u>Significance</u> Understand the term ‘significant’ and give some examples.</p>	<p>To experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<ul style="list-style-type: none"> Focus on patterns from around the world, Rangoli, Aboriginal, African, Local environment. Artists – Wassily Kandinsky <p>Skills and Success Criteria:</p> <ul style="list-style-type: none"> Use a range of art and design techniques to explore colour and pattern. Use drawing and painting to develop and share ideas, experiences and imagination Know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work
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