

Class 2 Medium Term Plan Autumn

English

Narrative: Owl Babies and The Owl who was afraid of the dark.

To re-retell a narrative using patterns from listening and reading.

To tell a story about a central character.

Reading stories for enjoyment. Learning stories through actions and Pie Corbitt sequence Imitate-Innovate-Invent.

Sequencing stories, writing CVC words, learning new vocabulary, writing a sentence with a capital letter, full stop and finger spaces.

To join words and clauses using 'and'

To use capital letters for names and for the pronoun I.

Non-Fiction: Recount and Reports

Retelling an event that has happened. (Trip around our local area)

Using time connectives to show order, first,next,then,after that and finally.

To write a report about Owl's

To structure a report using subheadings.

To use question marks and experiment with sentences using question marks and exclamation marks.

Maths

Place Value: Number and Counting

To use language to 'more ' and fewer' to compare two sets of objects.

Say the number that is 1 more than a given number.

Find one more or less from a group of five objects, then 10.

To identify and represent numbers using objects and pictorial representations including the number line and use the language of equal to,more than,less than (fewer), most, least.

Given a number, identify 1 more and 1 less

Counts objects to 10 and beginning to count beyond 10.

Counts up to 6 objects from a larger group.

Select Correct Numeral to represent 1-5 then 1-10

Count irregular arrangements of up to 10 objects.

Estimate how many objects they can see and check by counting.

Counting in Multiplies of 2's.

Finds the total number of items in two groups by counting all of them.

Addition and Subtraction

In practical activities begin to use the vocabulary involved in adding and subtracting.

Represent and use number bonds and related subtraction facts (within 10)

Add and subtract 1 digit numbers to 10 including zero.

To solve one step problems involving addition using concrete objects and pictorial representations and missing number problems.

	<p>Show an interest in shape and space by playing with shapes or making arrangements with objects.</p> <p>Begin to talk about the shapes of everyday objects e.g. round and tall.</p> <p>Use positional language</p> <p>Begin to use mathematical names for 'solid' 3D shapes and flat 2D shapes</p> <p>Selects a particular named shape.</p> <p>Can describe their relative position such as 'behind' or 'next to'</p> <p>Recognise and name common 2d and 3d shapes including rectangles, squares, circles, triangles, cuboids, pyramids and spheres.</p> <p>Describe position, direction and movement including whole, half, quarter and three quarter turns.</p> <p>Year 2 National Curriculum:</p> <p>Identify and describe the properties of 2D and 3D shapes including number of sides and edges.</p>
<p><u>Science</u></p> <p>To describe how animals change as they grow.</p> <p>To match animals and their babies.</p> <p>To identify, name, draw and label the basic parts of the human body and owl body.</p> <p>To set up a test to find out if children are faster when they are older.</p> <p>To describe the basic needs of humans and animals.</p>	<p><u>Geography</u></p> <p>To use basic geographical vocab to refer to key human features including: city, town, village, factory, farm, house, office and shop.</p> <p>To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its environment.</p> <p>To use aerial photographs to recognise landmarks and devise a</p>

<p>To describe and compare common animals. To name and sort animals that are carnivore, herbivore and omnivore.</p>	<p>simple map. To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom(Local area)</p>
<p><u>History</u> To gain historical perspective by placing their growing knowledge into different contexts. To develop an understanding of short and long term time scales. To talk about changes within living memory. To understand concepts such as continuity and change, similarity and difference and drawing contrast.</p>	<p><u>R.E</u> What can we learn about Christianity from visiting a church? Introducing features of a church, worship, leaders: Expressions of Belief, Authority. Why are gifts given at Christmas?</p>
<p><u>Music</u> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of live and recorded music. Experiment with,create,select and combine sounds using the inter-related dimensions of music.</p>	<p><u>Art</u> To use a range of materials creatively to design and make products To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p>
<p><u>ICT</u> To use use technology purposefully to create, organise, store, manipulate and retrieve digital content To recognise common uses of information technology beyond school To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet</p>	<p><u>P.E</u> To participate in team games, developing simple tactics for attacking and defending To perform dances using simple movement patterns (Create an animal dance)</p>

<p>or other online technologies.</p>	
<p>PSHCE Developing confidence and responsibility and making the most of their abilities Preparing to play an active role as citizens Developing good relationships and respecting the differences between people</p>	<p>SMSC</p> <p>Spiritual Explore beliefs and experience; respect faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity; reflect. (Diwali)</p> <p>Moral Recognise right and wrong; respect the law; understand consequences; investigate moral and ethical issues; offer reasoned views.</p> <p>Social Use a range of social skills; participate in the local community; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict; engage with the 'British values' of democracy, the rule of law, liberty, respect and tolerance.</p> <p>Cultural Appreciate cultural influences; appreciate the role of Britain's parliamentary system; participate in culture opportunities; understand, accept, respect and celebrate diversity.</p>

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