



Elton Primary and Nursery School
Medium Term Overview

Year Group: **2**
Term: **Autumn 1**
Week Beg: **02.09.25**

Topic Title:
Where do owls live?

	Week 1 2.9.25	Week 2 8.9.25	Week 3 15.9.25	Week 4 22.9.25	Week 5 29.9.25	Week 6 6.10.25	Week 7 13.10.25	Week 8 20.10.25
--	------------------	------------------	-------------------	-------------------	-------------------	-------------------	--------------------	--------------------

Enrichment								
S+L opps		Listen and respond (P4C)	Listen and respond (P4C)	Ask relevant questions to extend understanding and knowledge	Give well-structured descriptions		Give well-structured descriptions (seasons)	

Learning Behaviour	Diversity and Perseverance							
---------------------------	----------------------------	--	--	--	--	--	--	--

English Pathways to Write	Troll Swap by Leigh Hodgkinson Trolls Go Home (Troll Trouble series) by Alan MacDonald Outcome: Fiction – a story based upon the model text						The Owl and The Pussycat by Edward Lear Outcome: to write the first 2 verses of a new poem
--	--	--	--	--	--	--	--

<u>Troll Swap</u> Sessions 1, 2 and 3. Make inferences Use expanded noun phrases Use coordination (and)	<u>Troll Swap</u> Sessions 4, 5 and 6. Use expanded noun phrases Use coordination (and) Use punctuation correctly – full stops and capital letters Use subordination	<u>Troll Swap</u> Sessions 7, 8 and 9. Use expanded noun phrases Use subordination (because) and coordination (and) Plan or say out loud what is going to be written about	<u>Troll Swap</u> Sessions 10, 11 and 12. Use expanded noun phrases Plan or say out loud what is going to be written about	<u>Troll Swap</u> Sessions 13, 14 and 15. Write story Re-read to check that writing makes sense Proof-read to check for errors	<u>Troll Swap</u> Children to self-assess long piece of writing, using success criteria grid. Identify strengths and areas for development. Teacher to then deep mark and ask children to revisit their work.	<u>The Owl and the Pussycat Poetry</u> Participate in discussions Use adventurous word choices to describe observations Experiment with words (e.g. alliteration, humour) Use adventurous word choices to
--	--	---	--	---	---	--

		(because)					describe observations Use structured language patterns including simple repeating phrases
	Mastery Writing Skills: <ul style="list-style-type: none"> Plan or say out loud what is going to be written about Use punctuation correctly – full stops and capital letters Use expanded noun phrases to describe and specify Use subordination (because) and coordination (and) Greater depth writing outcome: To write a story about any two contrasting characters who swap places.						Mastery Writing Skills: <ul style="list-style-type: none"> Experiment with words Use adventurous word choices of nouns, adjectives and verbs to describe observations Use structured language patterns, including simple repeating phrases Greater depth writing outcome: To write additional verses of a new

								poem
Reading Pathways to Read	The Troll by Julia Donaldson and The Three Billy Goats Gruff by Mara Alperin							
	Mastery Keys: Make inferences on the basis of what is being said and done. Discuss the sequence of events in the book. Discuss how items of information are related.							
	<u>The Three Billy Goats Gruff</u> Make inferences on the basis of what is being said and done		<u>The Troll</u> Make inferences on the basis of what is being said and done	<u>The Troll</u> Make inferences on the basis of what is being said and done	<u>The Troll</u> Discuss the sequence of events in the book and how items of information are related	<u>The Troll</u> Discuss the sequence of events in the book and how items of information are related	<u>The Troll</u> Discuss the sequence of events in the book and how items of information are related	NFER reading assessment and phonics
Maths White Rose Maths	<u>Place Value</u> -Numbers to 20 -Count objects to 100 by making 10s -Recognise tens and ones -Use a place value chart	<u>Place Value</u> -Partition numbers to 100 -Write numbers to 100 in words -Flexibly partition numbers to 100 -Write numbers to 100 in expanded form	<u>Place Value</u> -10s on the number line to 100 -10s and 1s on the number line to 100 -Estimate numbers on a number line -Compare objects	<u>Place Value</u> -Compare numbers -Order objects and numbers -Count in 2s, 5s and 10s -Count in 3s	<u>Addition and subtraction</u> -Bonds to 10 -Fact families -Related facts -Bonds to 100 (tens) -Add and subtract 1s	<u>Addition and Subtraction</u> -Add by making 10 -Add three 1-digit numbers -Add to the next 10 -Add across a 10	<u>Addition and subtraction</u> -Subtract across 10 -Subtract from a 10 -Subtract a 1-digit number from a 2-digit number (across a 10) -10 more, 10 less	<u>Addition and subtraction</u> -Add and subtract 10s -Add two 2-digit numbers (not across a 10) -Add two 2-digit numbers (across a 10) -Subtract two 2-digit numbers (not across a 10)

Pupils should be taught to:

- ## Number - addition and subtraction

Pupils should be taught to:

- solve problems with addition and subtraction:
 - using concrete objects and pictorial representations, including those involving numbers, quantities and measures
 - applying their increasing knowledge of mental and written methods
 - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
 - add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
 - show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Science Switched on Science: Animals including humans	What makes me happy? Link happiness to being well.	How do we like to keep fit? How does exercise help me? Link exercise with being healthy.	Human needs – air, water, shelter, food.	Human needs – food for growth.	Sorting foods – snacks and healthy choices.	Things that are living, dead or that have never been alive.	Things that are living, dead or that have never been alive.	End of unit test
	<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 <p>Explore and compare the differences between things that are living, dead, and things that have never been alive</p>							

Computing Teach Computing: I.T. All around us	1 What is IT? Identify devices that are computers and consider how IT can help both at school and beyond.	2 IT in school Identify examples of IT and be able to explain the purpose of different examples of IT in the school setting.	3 IT in the world Talk about the uses of IT in school, home, shops etc. and be able to explain that IT is used in many workplaces.	4 The benefits of IT Focus on the use of IT in a shop and how devices can work together. Sort activities based on whether they use IT or not and will be able to say why we use IT.	5 Using IT safely List different uses of IT and talk about the different rules that might be associated with using them. Say how rules can help keep them safe when using IT.	6 Using IT in different ways Use IT in different types of activities and explain that sometimes they will need to use IT in different ways.	Summative assessment -Teach computing end of unit assessment and knowledge quiz.	Book Creator- Research facts about the four countries of the UK (human and physical features). Create an information text, including images.
	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate, and retrieve digital content • Recognise common uses of information technology beyond school • 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 or other online technologies 							
History				<u>Gunpowder Plot</u> 5 th November – what do we already know? Why do we have fireworks? Who was Guy Fawkes?	<u>Gunpowder Plot</u> Who was the monarch at the time? What was England like in 1605?	<u>Gunpowder Plot</u> What caused events to unfold that night?	<u>Gunpowder Plot</u> Why did Guy Fawkes dislike King James? Why did he plot against him? What events led to the plot?	<u>11th November –</u> Why do we wear poppies?

	Pupils should be taught about: <ul style="list-style-type: none">events beyond living memory that are significant nationally or globallythe lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events					
Geography Capital cities, continents and oceans	Name and locate the world's 7 continents. Research and record some interesting facts about them.	Name the world's 5 oceans.	What are physical and human features?			
	Pupils should be taught to: <ul style="list-style-type: none">name and locate the world's seven continents and five oceansname, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage					
Art Kapow: Tell a Story	Self-portrait (for journal)	Charcoal mark making- Develop a range of mark making techniques.	Creating texture Explore and experiment with mark-making to create textures	My toy story Develop observational drawing.	Creating characters Understand how to apply expressions to illustrate a character.	Tell a story Develop illustrations to tell a story and evaluate.
	Pupils should be taught: <ul style="list-style-type: none">to use drawing, painting and sculpture to develop and share their ideas, experiences and imaginationto develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 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.					

DT								
RE CWAC – Judaism	Why is the Torah important for Jews?		What do Jews believe about God?	How do Jewish people remember God in different ways?	What is a Synagogue?	Who was Joseph?	How did Miriam show courage and faith?	Consolidation:quiz
PE - 1 Complete PE Sport's coach -Monday	<u>Ball skills</u> Feet Session 1 Develop dribbling using feet in order to keep control and possession of the ball.	<u>Ball skills</u> Feet Session 2 Develop passing and receiving using feet in order to keep possession of the ball.	<u>Ball skills</u> Feet Session 3 Combine dribbling, passing and receiving using feet in order to keep possession of the ball.	<u>Ball skills</u> Feet Session 4 Develop dribbling using feet in order to keep possession and score a point.	<u>Ball skills</u> Feet Session 5 Combine dribbling, passing and receiving using feet, in order to keep possession and score a point.	<u>Ball skills</u> Feet Session 6 Apply knowledge and understanding of dribbling, passing and receiving in order to keep possession as a team and score a point.	<u>Ball skills</u> Rackets, bats and balls Session 1 Apply learning and understanding of hitting a ball with a racket from year 1. Work with a partner and then against their partner as they become opponents.	<u>Ball skills</u> Rackets, bats and balls Session 3 Consider the application of power and developing tactical thinking skills to eventually beat an opponent.
PE - 2 Complete PE Sport's coach -Friday	<u>Ball skills</u> Hands Session 1 Develop dribbling in order to keep	<u>Ball skills</u> Hands Session 2 Develop passing and receiving in order to keep	<u>Ball skills</u> Hands Session 3 Combine dribbling, passing and	<u>Ball skills</u> Hands Session 4 Develop dribbling in order to keep	<u>Ball skills</u> Hands Session 5 Develop passing and receiving in order to keep	<u>Ball skills</u> Hands Session 6 Combine dribbling, passing and	<u>Ball skills</u> Rackets, bats and balls Session 2 Consider the application of	<u>Ball skills</u> Rackets, bats and balls Session 4 Begin to understand why in

	control and possession of the ball.	possession of the ball.	receiving in order to keep possession of the ball.	possession and score a point.	possession and score a point.	receiving in order to keep possession and score a point.	power as they attempt to hit targets that are of varying distances away.	certain games, hitting into space is essential in order to score points against the opposing team.
Music Kapow	Animal sounds To create short sounds with varied dynamics that represent an animal.		Sound pattern safari To copy a short sound pattern.	Call and response To explore call and response using instruments.	Instrumental response To create sound patterns based on call and response.		Dynamics performance To perform different sound patterns with contrasting dynamics and evaluation.	
	Pupils should be taught: <ul style="list-style-type: none">• 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 high-quality live and recorded music• experiment with, create, select and combine sounds using the inter-related dimensions of music							
P4C	DREAM TEAM Is it always good to work together? When might it be better not to work as a team?	DREAM TEAM - continued	RESPECT Should we treat everyone the same?	TOLERANCE Why do we need to know about different religions? Is it okay to believe different things?	BLACK HISTORY MONTH – link to tolerance and respect	WORLD MENTAL HEALTH DAY – 10 th October – go with theme	BLACK HISTORY MONTH – impact of significant individual – Mary Seacole	