Year 2, Autumn 1- Medium Term Plan

What habitats do animals prefer?

Subject	Prior Learning	Assessment	Oracy Opportunities	Learning Questions	Key Vocabulary	House Value
Maths	In year 1 children have learnt how to: - Read and write numbers in numerals: 0-100 and words: 0-2 - Identify and represent numbers: 0-20 (progressing to 100) - Count to and across, forwards and backwards in ones, cou - Identifying one more oneless: 0-100 - Represent and use number bonds and related subtraction f - Read, write and interpret mathematical statements involvin - Add and subtract one-digit and two-digit numbers to 20, inc - Solve one-step problems that involve addition and subtract	Pre and post assessment for place value and addition and subtraction.	Weekly maths meetings. Modelling correct mathematical language. Structured "talk tasks" (Kagan). Emphasis on reasoning and justification. Collaborative problem-solving activities. Using manipulatives as discussion prompts. Addressing misconceptions through dialogue. Connecting maths to real-world contexts. Modelling correct mathematical language. Promoting active listening skills.	•How will I recognise the place value of each digit in a two-digit number (tens, ones)? • Can I identify, represent and estimate numbers to 100 using different representations, including the number line? • How will I compare and order numbers from 0 up to 100; use <, > and = signs? • Can I read and write numbers to at least 100 in numerals and in words? • Can I count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward? (During transitions) • Can I recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100? • How will I show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot? • Can I add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers? • Can I recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems? • How will I solve problems with addition and subtraction?	**ones** **tens** **1-digit number** **2-digit number** **value** **worth** **Part / whole** **partition** **number bonds** **doubles** **near doubles** **bar model** **add / addition** **subtract / subtraction** **altogether** **difference**	**Resilience**
Writing	Writing sentences using capital letters, finger spaces, full stops. Applying phonics and HRSW to spellings. Letter formation.	Can write simple sentences that give factual information about a chosen topic. Can use capital letters, full stops and conjunctions such as and and because accurately. Can use an expanded noun phrase to add detail to their sentences. Can reread their writing and make simple corrections to punctuation and spelling.	Exploring story, characters and themes through drama, kagan and oracy.	How will I use capital letters and full stops correctly? How will I use expanded noun phrases to describe objects in Tidy? How will I use conjunctions to join ideas in a sentence? How will I use because to explain an idea? How will I write sentences that give information about recycling and keeping our environment tidy? How will I choose vocabulary to make my sentences more interesting? How will I use different sentence structures in my writing? How will I reread my sentences to check they make sense? How will I edit my sentences for punctuation and spelling? How will I write clear sentences to explain facts and ideas?	Portal story Capital letters Full stops Information text Conjunctions Expanded noun phrase	**Collaboration**
Reading	Children have been assessed at the correct Phonics phases and book band levels and have been taught reading stratgies in guided reading.	Continual assessment during guided reading and base line at the start of the year	Talk during guided reading sessions	Guided group Picture Inference Guided group Unseen comprehension Reading for pleasure Grapheme hunter	**Grapheme hunter** **Grapheme** **Digraph** **Split digraph** **Picture inference**	**Resilience**

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Science	Cildren have learnt that there are 5 animal groups and the differences between them. They have looked at living and non living things. Children have learnt about the different diets of animals. Children are aware of animals that live in hot and gold places.	Children draw 4 habitats and the animal they think might live in them.	During the hook children will discuss what they think is in the mystery boxes and what they think the clue is telling them. They will talk to their parner about what they think the new science topic might be and their rational for thinking this.	LQ: What is a habitat? How does a specific habitat provide for the basic needs of things living there? LQ: Can I match living things to their habitats? LQ: What is a habitat? LQ: How does a specific habitat provide for the basic needs of things living there? LQ: Can I match living things to their habitats? LQ:What kind of plants and animals would thrive in a rainforest? LQ:What kinds of plants and animals would thrive in a pond? LQ: How will I decide whether a living thing is a plant or an animal? LQ: How can I explore and compare the differences between things that are living, dead, and things that have never been alive To understand micro habitats and the creatures that live in them LQ: What are the different sources of food for animals? LQ: What is the food chain for a herbivore and a carnivore and what are the differences between these LQ: How do animals find their food? LQ: How can I describe different kinds of micro habitats and what kind of mini-beasts live in them? LQ:How is a rainforest similar to or different from a desert? (Comparison using Year 1 knowledge of deserts) LQ: How can I design and make the perfect microhabitat?	habitat rainforest desert species pond indigenous microhabitat living never alive dead shelter foodchain	Kindness
Geography	Know the main differences between city, town and village. Use world maps, atlases and globes to identify the United Kingdom and its countries. Use a map to locate where I live. Know human and physical features of hot and cold places. Identify seasonal and daily weather patterns.	Return to the landscape and update following learning. Week 3 - Pre Assessment - Seasonal and daily weather patterns in the UK Week 5 - Return to seasonal and daily weather patterns in the UK, building on to seasons in Kenya			landscape, Kenya, Tanzania, countries, oceans, seasons, climate, savannahs, plains, weather, continent, ocean	Kindness
History						
DT						
Art	Children have learnt about steching and drawing in year 1.	Comparison of continuous line drawing. Comparison of Autumn leaves	Children's art gallery in the classroom to create discussion.	How do some artists explore the world around them them to find inspiration? How can I look carefully to do observational drawings? What can I use in my local environment to arrange into a composition? How can I use a pen for an observational drawing of an Autumn leaf? How can I use wax resist and watercolour my observational drawings? How can I talk about the work I have made and discuss what was successful and what I would do differently?	line, continuous, mark making, wax resist	Creativity
Computing	Pupils have gained basic computing skills such as logging in	Take photographs using a digital device. Explore framing, positioning and composition. Select and organise digital images. Use simple tools to crop and rotate images. Compare photographs and explain which is most Understand that photographs are digital images th	Addressing misconceptions through dialogue. Children with discuss the instrcutions they will give before pi	How can I use a digital camera or tablet to take a clear photograph of sor How can I frame my photograph carefully to create an interesting compos How can I select the best photograph from a range of images? How can I use simple editing tools to crop, rotate or improve a photograp How can I use photographs as inspiration for my observational drawings? How can I talk about what makes a photograph successful and explain w	crop rotate image improve	Resilience
RE						Kindness

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PSHE	Children are Rights holders Adults are duty bearers The Convention the Rights of the Child is law Children's Rights are unconditional Article 12 - right to be heard Article 2 - non discrimination - themes around difference , tolerance and respect, living together and valuing diversity. The Global Goals have been agreed by the United Nations members (not law).	Comparison picture of children who are accessing rights and who are not. Children can be recorded giving their viewpoints about how their rights are being met in one picture and how they are not in the other.	Connecting maths to real-world contexts.	How do we protect our Rights? What does unconditional mean? What is 'universal' ? What are some reasons why children do not enjoy (access) their Rights? Who can help us access our Rights? What is an advocate?	Rights, rules, unconditional, empathy, universal, access, advocate	Fairness
Music	Musical Symbols: Under the Sea.	Pupils who are secure will be able to: Move their eyes from left to right to read pitch patterns. Sing high and low notes including the notes in between. Play a pattern of high and low notes on an instrument. Read notation from left to right. Draw high and low sounds using dots at the top and bottom of a page, respectively. Recognise when notes stay the same. Recognise missing notes on a stave.	Whole class, group and paired discussions Collaborative work in groups, where children communicate to solve problems and create music together Introducing their work to the class when they perform	How can I understand and practise reading different symbols to show pitch? How can I sing and draw pitch patterns? How can I read and understand the notation for 'Once a Man Fellin a Well?' How do I use a tuned percussion instrument to play a song? How do I complete the notation for a short song using a 3 line stave?	dot high low musical sentence notation phrase pitch pitch pattern stave	Creativity
PE **Dance** **Gymnastics**	The children should have developed their knowledge of their football skills and techniques. They will have a basic knowledge of attacking and defending. Narrow and curled rolling Balancing and spinning on points and patches Pathways - small and long	Ongoing formative assessment Can perform simple movements.	Oral feedback during and after lessons Children can comment on what they liked and disliked about each others performances.	LQ- What should we do to be able to pass the ball with speed? LQ – When should you slow down or speed up when you're travelling with the ball? LQ – Why should we dribble at speed when approaching the goal? LQ – What positions are there on a football pitch and what roles come with them? LQ- What are my roles when attacking and defending? LQ: How can I develop and perform a travelling section to our class routine? LQ: How can I use a poem to create a partner section of our routine? LQ: How can I use a picture to create part of our routine? Finish dance / 4 counts of 8 of partner work - each partner set doing their own thing	Balance, agility, co-ordination, Attacking, Defending, Dribble, Pass, Shoot Travel, performance, partner, routine	Collaboration

Promoting active listening skills.

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