Autumn 2 2022

OUR LADY'S CATHOLIC PRIMARY SCHOOL MEDIUM TERM PLANNING GRID



| | MEDIUM TERM PLANNING GRID | | | | | | | | | |
|-------------|----------------------------|------------------|---------------------|------------------|------------------|---------------------|-------------------|-----------------|--|--|
| | | 2 | 3 | 4 | 5 | 6 | 7 | 8 | | |
| WEEK | 31/10/2022 | 07/11/2022 | 14/11/2022 | 21/11/2022 | 28/11/2022 | 5/12/22 | 12/12/22 | 19/12/22 | | |
| SUBJECT | | | | | | | | | | |
| ENGLISH | The Owl and the | The Owl and the | The Owl and the | The Owl and the | The Owl and | Adventure | Adventure | Adventure | | |
| | Pussycat | Pussycat | Pussycat | Pussycat | the Pussycat | narrative based | narrative based | narrative based | | |
| | Instructions | Rhyming words | Con junction, | Shape poetry. | Acrostic | on Owl and | on Owl and | on Owl and | | |
| | THE STATE OF CHILD IN | Conjunction, or | because. | Haiku | Kenning | Pussycat. | Pussycat. | Pussycat. | | |
| | | / and / but. | Rhyming couplets. | Using similes. | Retititig | Planning, | Focus on | Writing | | |
| | | / arta / bat. | Trigiting couplets. | Osing similes. | | structure, | consistent use of | Editing. | | |
| | | | | | | | tense. | Laurig. | | |
| | | | | | | ad jectives, verbs, | Adverbs. | | | |
| | | | | | | nouns. Story | | | | |
| | | | | | | starters. | Power of 3. | | | |
| | | | | | | | Drafting | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| MATHEMATICS | Number bonds to | Fact families to | Related Facts | Bonds to 100 | Add to the next | Add and | Compare number | 3D shapes. | | |
| | 10. | 20. | 1 (00000000 1 00000 | (tens) | 10 | subtract 10s | sentences | 32 si 333 pas. | | |
| | 10. | 20. | | Add and subtract | Subtract across | Add 2 two-digit | Missing number | | | |
| | | | | Is | 10 | numbers | problems. | | | |
| | | | | | Subtract a I- | Subtract two 2- | 2D shapes | | | |
| | | | | Add by making 10 | | | 2D stapes | | | |
| | | | | Add 3 digit | digit number | digit numbers. | | | | |
| | | | | numbers | from a 2-digit | Mixed addition | | | | |
| | | | | | number | and subtraction | | | | |
| | | | | | 10 more, 10 less | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| NOTES | | | | | | | | | | |
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| I Dh:11 | I Philling Autumn 2 - 2022 | | | | | | | | | |

J Phillips Autumn 2 - 2022

Autumn 2 2022 OUR LADY'S CATHOLIC PRIMARY SCHOOL

MEDIUM TERM PLANNING GRID



Teacher: Miss Phillips

| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|-----------|---------------------|--------------------|---------------------|---------------------|-------------------|-------------------|------------------|-------------|
| WEEK | 31/10/2022 | 07/11/2022 | 14/11/2022 | 21/11/2022 | 28/11/2022 | 5/12/22 | 12/12/22 | 19/12/22 |
| SUBJECT | | | | | | | | |
| SCIENCE | Animals including | | Animals and their | | Describe the | | Healthy Food and | |
| | humans. To know | | offspring. To find | | importance of | | Balanced Diets. | |
| | that animals have | | out about the basic | | exercise and | | | |
| | offspring which | | needs of animals, | | hygiene for | | | |
| | grow into adults. | | including humans | | humans. | | | |
| | | | for survival. | | | | | |
| RE | Know what is | Know that the | Know that God | Know that in | Know about the | Know that the | Christmas/Advent | Christmas |
| | meant by a | Trinity is a great | chose Mary to be | Advent we prepare | birth of Jesus. | Wise Men came | | |
| | mystery. Reflect on | mystery. Reflect | the Mother of | to celebrate the | Think about why | to worship Jesus. | | |
| | some mysteries. | on the ways we | Jesus. Reflect on | birth of Jesus. | that is important | Think of ways | | |
| | | can think about | what Mary said to | | to us. | we can show our | | |
| | | the Trinity. | the angel. | | | love. | | |
| PSHE | | Feelings, Likes | | Feeling Inside Out | | Super Susie Gets | | Review / |
| | | and Dislikes. | | | | Angry. | | Reflect. |
| | | | | | | | | |
| COMPUTING | | Taking | | What makes a | | Effects | | ls it real? |
| | | Photographs. | | good photograph? | | | | |
| | | Landscape or | | Lighting | | | | |
| | | Portrait? | | | | | | |
| | | | | | | | | |
| LIICTODY | | | | Cl .u. l | | | | |
| HISTORY | | The local area: | | Similarities and | | | | |
| | | Evacuees blue | | Differences. | | | | |
| | | plaque. Local | | Reflecting on our | | | | |
| | | History walk. | | local history tour. | | | | |
| | | | | | | | | |
| NOTES | | | | | | | | |
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J Phillips Autumn 2 - 2022

Year Group: 2 Autumn 2 2022 Teacher: Miss Phillips



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|-----------|---------------------------|----------------------|----------------------|---------------------|-------------------------|-------------------------|--------------------|-------------------|--|--|
| | | 2 | 3 | L | 5 | 6 | 7 | 8 | | |
| WEEK | 31/10/2022 | 07/11/2022 | 14/11/2022 | 21/11/2022 | 28/11/2022 | 5/12/22 | 12/12/22 | 19/12/22 | | |
| SUBJECT | 31/10/2022 | 0//11/2022 | 147 117 2022 | 21/11/2022 | 20/11/2022 | 3/12/22 | 12/12/22 | 1 1/12/22 | | |
| | | | | | | | | | | |
| GEOGRAPHY | | | | | | Locating hot and cold | | Locating hot and | | |
| | | | | | | areas of the world in | | cold areas of the | | |
| | | | | | | relation to the Equator | | world in relation | | |
| | | | | | | | | to the North and | | |
| | | | | | | | | South Poles. | | |
| | | | | | | | | | | |
| DIVERSITY | | Stereotypes. Looking | | Disability. | | Gender | | Age | | |
| DIVERSITY | | at and challenging | | Disability. | | Garaga | | , 90 | | |
| | | stereotypes. | | | | | | | | |
| | | l con congress. | | | | | | | | |
| | | | | | | | | | | |
| DE | | | | | | | | | | |
| PE | Invasion Games | Invasion Games | Invasion Games | Invasion Games | Invasion Games | Invasion Games | Invasion Games | Invasion Games | | |
| | Dance | Dance | Dance | Dance | Dance | Dance | Dance | Dance | | |
| | Using different levels, | Responding to | Responding to | Show contrasts in | Copy and perform | Copy and perform | Watch others | Watch others | | |
| | directions and speeds | different stimuli | different stimuli | shape, speed, size. | simple | simple | dance and | dance and | | |
| | and choose | alj jerenti suntati | all ferent sumaii | shupe, speed, size. | movement/rhythmic | movement/rhythmic | comment on what | comment on what | | |
| | appropriate actions | | | | patterns. | patterns. | they liked and how | they liked and | | |
| | for dance ideas. | | | | parterns. | patterns. | to improve. | how to improve. | | |
| ART/DT | Wheels and Axles | | Develop and | | Making: Select and use | | Complete the | now to improve. | | |
| AKI/DI | Generate initial ideas | | communicate ideas | | a range of tools. Use a | | making process. | | | |
| | and simple design | | through drawings and | | range of materials to | | Review and | | | |
| | criteria through | | mock ups. | | make the product. | | Evaluate. | | | |
| | talking and using own | | тиск ирз. | | make the product. | | Lvallatie. | | | |
| | experiences. | | | | | | | | | |
| | experiences. | | | | | | | | | |
| MUSIC | How does music teach | | How does music teach | | How does music teach | | How does music | | | |
| | us about the past? | | us about the past? | | us about the past? | | teach us about the | | | |
| | Sparkle in the Sun — | | Listen — Part I and | | The Orchestra Song. | | past? | | | |
| | Part I and 2. | | Part 2. | |] | | Assessment | | | |
| | | | | | | | Checkpoint. | | | |
| NOTES | | | | | | | · | | | |
| NOTES | | | | | | | | | | |

J Phillips Autumn 2 - 2022