

Autumn 1 Curious Creatures

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Year 2 Autumn 1 Medium Term Plan



Whitestone Infant School

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Maths – fluency	Mastering Number Week 0	Mastering Number Week 1	Mastering Number Week 2	Mastering Number Week 3	Mastering Number Week 4	Mastering Number Week 5	Mastering Number Week 6	
Maths focus	Base line – Place value – Number recognition Number writing One more one less number bonds	Place value- partitioning – different methods – focus on drawing tens and ones stick to just partitioning into 10s and 1s – not different ways-	Counting in tens, adding 10 and multiples 10 more	Counting back in tens, subtracting 10 and multiples 10 less	Addition - Number bonds – numbers to 20 – balance equations Addition - two digit number to a one and two digit number – drawing tens and ones	Subtraction Subtraction bonds – numbers to 20 – subtracting one and two digit numbers from a two digit number- not crossing boundary - drawing tens and ones	Word Problems adding 3 numbers Fact families DO WORD PROBLEMS FRIDAY NOT TUES	Mix of addition and subtraction calculations Assessment
Reasoning		Comparing numbers	Word Problems	Missing number problems	Word Problems	Missing number problems		
Shape and space		Recognising 2d shapes – check sheet	Recognising 3d shapes	Time o'clock and half past	Money recognition	scales	Reading rulers	TIME
Science	<u>Living things and their habitats-</u> - explore and compare the differences between things that are living, dead, and things that have never been alive. - identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals. - identify and name a variety of plants and animals in their habitats, including micro-habitats. - describe how animals find their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <u>Animals including humans-</u> - notice that animals including humans have offspring that grow into adults. - find out about and describe the basic needs of animals including humans to survive (water, food and air).							
	•	What are living things? KEY KNOWLEDGE TO BE REMEMBERED What makes something living – what once alive mean – what never been	What living things need to live KEY KNOWLEDGE TO BE REMEMBERED Key knowledge Movement respiration sensitivity growth	Habitats KEY KNOWLEDGE TO BE REMEMBERED What a habitat is – what makes a good habitat – food shelter,	Woodland Habitats KEY KNOWLEDGE TO BE REMEMBERED Names of British woodland animals	British wildlife habitat KEY KNOWLEDGE TO BE REMEMBERED Names of animal homes – eg drey,	2 lessons Rabbits KEY KNOWLEDGE TO BE REMEMBERED Names of rabbits at	Australian animals, habitats KEY KNOWLEDGE TO BE REMEMBERED

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	area in a contrasting non-European country Human and physical geography							
Activities	<u>KEY KNOWLEDGE TO BE REMEMBERED</u> <u>Globe, location,</u> method of transport naming countries and continents Talk about our holidays where did you go locate on a map	Continents <u>KEY KNOWLEDGE TO BE REMEMBERED</u> Name the 7 seven continents – North America, South America, Africa, Europe, Asia, Oceania Antarctica Knowledge organiser Look at the globe talk about the world, continents and oceans	Oceans <u>KEY KNOWLEDGE TO BE REMEMBERED</u> Naming 5 oceans Atlantic Pacific, Indian, Southern Arctic	physical and human features <u>KEY KNOWLEDGE TO BE REMEMBERED</u> <u>define both –</u> <u>natural/man</u> <u>made aerial view</u> – <u>what is it</u> knowledge organisers Talk about Nuneaton –apply human and physical features look at aerial – sorting classifying – identify on map	Introduction to maps <u>KEY KNOWLEDGE TO BE REMEMBERED</u> Symbols – what they mean why they are used – how to use a map Match ordinance survey symbols to real pictures	Map work – compare aerial view photo to aerial map <u>KEY KNOWLEDGE TO BE REMEMBERED</u> Difference between a map and an aerial view photograph – look for OS symbols on a map	Introduce grid reference <u>KEY KNOWLEDGE TO BE REMEMBERED</u> Coordinates – how they used – what their purpose is Grid reference Location – use and apply on simple map	2 lessons Create own map <u>KEY KNOWLEDGE TO BE REMEMBERED</u> <u>D</u> Human and physical features Maps symbols – what is a key Design playground map out the features then use a key.- use the OS key to mark on paths – etc and create a key to go with <i>it- grid</i> reference Australia and new Zealand Climate/lands cape <u>KEY KNOWLEDGE TO BE REMEMBERED</u> <u>D</u> Locate on map – continent and ocean capital city-

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Music	Ukulele music lessons KAPOW TRANSITION UNIT							
Activities		Lesson 1 Yr 1 Seaside – Dynamics Lesson 1 – Vocal and Body Sounds	Lesson 2 Yr 1 Under the Sea – Musical Symbols Lesson 1 – Showing tempo	Lesson 3 Yr 1 Under the Sea – Musical Symbols Lesson 2 – Exploring dynamics	Lesson 4 Yr 1 Under the Sea – Musical Symbols Lesson 3 - Rhythm	Lesson 5 Yr 1 Under the Sea – Musical Symbols Lesson 4 – Using pitch	Music appreciation	
RE	Jigsaw Unit – Christianity - Enquiry: Is it possible to be kind to everyone all of the time? Theme: Jesus's example as the Son of God							
Activities		I can tell you how I could be kind to others even if it is difficult Bridge Concept: Kindness	I can recall parts of a story where Jesus spoke about kindness I can apply this knowledge to the enquiry question	I can talk about a time in the Bible when Jesus showed kindness to somebody that was unpopular I can apply this knowledge to the enquiry question	I can talk about a time in the Bible when Jesus showed kindness to somebody who had let him down I can apply this knowledge to the enquiry question	I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians think they should be kind and give a reason.	I can say why kindness is important and think of ways to show kindness.	
PSHE BLP Core values Being Me in My World	Core values- zones of regulation Perseverance	Hopes and fears for the year 1.Hopes and Fears for the Year I can recognise when I feel worried and know who to ask for help	Rights and responsibilities 2. Rights and Responsibilities I know how to help myself and others feel like we belong	Rewards and consequences 3. Rewards and Consequences I listen to other people and contribute my own ideas about rewards and consequences	Safe and fair learning environment 4. Rewards and Consequences I can help make my class a safe and fair place	Valuing contributions 5. Our Learning Charter I work co-operatively	Choices Recognising feelings 6. Owning our Learning Charter I recognise the choices I make and understand the consequences	No outsiders Blown Away – by Rob Biddulp LI – To be able to work with everyone in class
Activities	Colour Monster-ZofR							



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<i>Homework</i>	Charlie Mackesey Number bonds	Continents Partitioning	Character description Adding tens	Friendship Taking away tens	Poetry Number bonds	Rabbit facts Subtraction	Firework description Fact families	Reading Purple mash maths
		SPELLINGS SAID SAYS FRIEND SCHOOL WAS all fall small	SPELLINGS ONE ONCE ASK OUR city icy rice mice	SPELLINGS THEY BE HE ME SHE WE spotty muddy	SPELLINGS HERE THERE WHERE WERE WITH wavy crazy shiny	SPELLINGS OF TODAY YOU YOUR know knock gnat gnome	SPELLINGS BY MY COME SOME HOUSE loudly softly gladly	Year one check