








Medium Term Planning 2022-2023

Year Group: 2 Term: Autumn					
RE Beginnings Signs and Symbols Abraham/Shabbat Preparations To recognise religious stories. To retell, in any form, a narrative that corresponds to the scripture source used. To describe some religious beliefs. To recognise that people act in a particular way because of their beliefs. To describe some of the actions and choices of believers that arise because of their belief. To recognise key figures in the history of the People of God. To describe different roles of some people in the local, national and universal Church. To recognise religious signs and symbols used in worship. To describe some religious symbols and the steps involved in religious actions and worship, including the sacraments. To use religious words and phrases. To say what they wonder about. To ask wondering questions about all of the areas of study and recognize that some questions are difficult to answer.	English <u>Writing:</u> Labels, Lists and Captions Entertain: Narrative (3 weeks) Inform: Recount (3 weeks) Entertain: Poetry – Rhyme and Patterns (1 week) <u>Writing</u> To form lower-case letters of the correct size relative to one another To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters To use spacing between words that reflects the size of the letters. To develop positive attitudes and stamina for writing To consider what to wrote before beginning To make simple revisions and corrections To read aloud what they've written with appropriate intonation.	Maths Place Value Addition and Subtraction Shape Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward To recognise the place value of each digit in a two-digit number (tens, ones) To identify, represent and estimate numbers using different representations, including the number line To compare and order numbers from 0 up to 100; use and = signs To read and write numbers to at least 100 in numerals and in words To use place value and number facts to solve problems To solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures To apply their increasing knowledge of mental and written methods To recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 To add and subtract	Science My body and identifying animals To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals To identify and name a variety of common animals that are carnivores, herbivores and omnivores To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)		



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<p>To talk about their own feelings, experiences and the things that matter to them.</p> <p>To ask and respond to questions about their own and others' feelings, experiences and things that matter to them</p>	<p>To develop understanding of punctuation including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)</p> <p>To learn how to use sentences with different forms: statement, question, exclamation, command; expanded noun phrases to describe and specify [for example, the blue butterfly]; the present and past tenses correctly and consistently including the progressive form; subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</p> <p><u>Reading:</u> Word Reading</p> <p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>To read accurately words of two or more syllables that contain the same graphemes as above</p> <p>To read words containing common suffixes</p> <p>To read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>	<p>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</p> <p>To show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> <p>To recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.</p> <p>To identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line</p> <p>To identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces</p> <p>To identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]</p> <p>To compare and sort common 2-D and 3-D shapes and everyday objects.</p>	
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	<p>To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> <p>Comprehension</p> <p>To develop pleasure in reading, motivation to read, vocabulary and understanding</p> <p>To understand both the books that they can already read accurately and fluently and those that they listen to</p> <p>To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. .</p>		
<p><u>History</u> I'm making History</p> <p><u>Chronology</u> Develop an awareness of the past, begin to use dates, show where people and events fit into a chronological framework.</p> <p><u>Historical terms</u></p>	<p><u>Geography</u> What is my place like?</p> <p><u>Knowledge of locations, places and their features, human and physical processes and key terminology:</u> Pupils will develop simple knowledge about their locality.</p>	<p><u>Art</u> Drawing, collage and sculpture: Human form</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>To use a range of materials creatively to design and make products.</p>	<p><u>DT</u> Moving Pictures (Mechanisms)</p> <p><u>Design</u> Design purposeful, functional, appealing products based on design criteria. Generate, develop, model and communicate ideas.</p>



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<p>Begin to use a vocabulary of historical terms such as recently, younger, years, decade.</p> <p><u>Enquiry</u> Ask questions about events, begin to understand some ways we find out about the past.</p> <p><u>Continuity and Change</u> Discuss change in as aspect of life.</p> <p><u>Similarity and difference</u> Identify similarities and differences between ways of life in different periods.</p> <p><u>Significance</u> Talk about what was important at a particular time.</p>	<p>Pupils will develop basic locational knowledge related to their school and homes. Key terms for common features will be introduced and used in annotations, discussions and writing. Simple sorting of human and physical features will be introduced as well as weather observation.</p> <p><u>Understanding of similarities and differences, interaction of people, processes and places.</u> Pupils will consider how people and places interact by considering how places make them feel and what positive/negative things they observe in a place.</p> <p><u>Working like a geographer: use of geographical information from maps, atlases, globes etc.</u> Pupils will use aerial photographs and maps to inform their investigation of the school, the grounds and the local area.</p> <p><u>Working like a geographer: use of fieldwork and observational skills to observe, measure and record.</u> Pupils will use simple fieldwork and observational skills to measure and record features/processes in their school and the grounds including the weather.</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Be taught 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.</p>	<p><u>Make</u> Select and use a range of tools and equipment, materials and components.</p> <p><u>Evaluate</u> Evaluate a range of existing products Evaluate their own ideas</p>
<p>Music Durham Charanga – Hands, feet, heart; Ho, ho, ho To use voices expressively.</p>	<p>PE Games: Kick rounders Dance: Themes and Dreams</p>	<p>Computing Online safety Develop Keyboard Skills Exploring Purple Mash</p>	<p>MFL (Spanish) European day of languages Basic greetings Numbers to 30</p>



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<p>To play tuned and untuned instruments.</p> <p>To listen with concentration and understanding.</p>	<p>To participate in team games, developing simple tactics for attacking and defending</p> <p>To perform dances using simple movement patterns.</p>	<p>Introduction to Coding Spreadsheets</p> <p>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 or other online technologies.</p> <p>To recognise common uses of information technology beyond school</p> <p>To use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	<p>Months Days Colours Birthdays</p> <p>To listen to and repeat basic greetings, numbers and days of the week.</p> <p>To join in with rhymes and songs.</p>
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