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| Year 2 – Autumn 1 Medium Term Plan | | | | | | | | |
|  | Week 1  4/9 | Week 2  11/9 | Week 3  18/9 | Week 4  25/9 | Week 5  2/10 | | Week 6  9/10 | Week 7  16/10 |
| Events |  |  | International Peace Day (21/9) |  | Caritas in Action Enrichment Day | |  |  |
| Wider Experiences |  |  |  |  |  | | Visit to Church |  |
| Big Questions Limpsfield C.E. Infant School - SMSC | Why should we spread the Good News | Why is our world a place of wonder? (Literacy) | How can we look after our world? (Science) | Why do people gather together (Literacy) | -- | | What makes a place special? (RE) | What does it mean to belong? (RE) |
| Guided Reading |  | | | | | | | |
| Independent Questions |  | | |  | | | | |
| SPaG | Capital Letters and Full Stops | Making Sense | Sentence Openers (Time Adverbials) | Capital Letters and Full Stops | Conjunctions | | Making Sense |  |
| Writing | Greta and the Giants  Paragraph 1: Deforestation  Paragraph 2: Greta Thunberg  Independent Writing- Non-Chronological Report | | | Emma Jane’s Airplane  Paragraph 1: Describe what the pigeon is like and where it lives  Paragraph 2: Describe what the dragon is like where it lives  Independent Writing- Retell part of the story | | | |  |
| Maths | Place Value | | | | | Addition and Subtraction | | |
| RE | Beginnings  Know and understand:  The many beginnings each day offers – **Explore**  God is present in every beginning – **Reveal**  Acquire the skills of assimilation, celebration and application of the above – **Respond** | | | Signs and Symbols  Know and understand:  Experience of signs and symbols **– Explore**  Signs and symbols used in Baptism – **Reveal**  Acquire the skills of assimilation, celebration and application of the above **– Respond** | | | | |
| Science | Living, Dead and Never Alive  To explore and compare the differences between things  that are living, dead, and things that have never been alive | Local Habitats  To identify and name a variety of plants and animals in  their habitats, by mapping a habitat and identifying its  inhabitants. | Microhabitats  To identify and name a variety of plants and animals in their  habitats, including microhabitats by identifying minibeasts  in microhabitats. | World Habitats  To 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 and plants,  by researching habitats and the animals that live in them. | Working Together Staying Alive  To 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 and plants,  and how they depend on each other by considering the  adaptations of animals, and how living things in a habitat  depend on each other | | Food Chains  Describe how animals obtain their food from plants and  other animals, using the idea of a simple food chain, and  identify and name different sources of food by making a  variety of food chains. |  |
| Topic  Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  Name and locate the world’s seven continents and five oceans  Use simple compass directions (North, South, East and West) and locational and  directional language [for example, near and far; left and right], to describe the location  of features and routes on a map | Inspirational Women  Greta Thunberg  To understand the early life of Greta Thunberg  Introduction to Greta Thunberg- Early life- How she was passionate about the environment | To understand how Greta changed the world  Discuss the changes Greta made to the planet  Opportunity to reflect on catholic values | To research inspirational activists from around the world  Children to use world map to locate home countries and continents for other inspirational female climate activists | Amelia Earhart  To understand the early life of Amelia Earhart  Introduction to Amelia Earhart- Early life- How she was inspired to fly | To understand how Amelia Earhart was important  Discuss the significance of Amelia Earhart, attitudes at the time  Locate on a map her travel route  Opportunity to reflect on catholic values | | To write a letter as Amelia Earhart  Write a letter from the perspective of Amelia Earhart on one of her journeys | Frida Kahlo  Explore the life of the artist and draw and paint a self portrait in her style |
| Computing | Algorithms  To understand what an algorithm  is.  To create a computer program  using an algorithm. | Collision Detection  To create a program using a given  design.  To understand the collision detection event. | Using a Timer  To understand that algorithms  follow a sequence.  To design an algorithm that follows a timed sequence. | Different Object Types  To understand that different  objects have different properties.  To understand what different  events do in code. | Buttons  To create a program using a given  design.  To understand the function of  buttons in a program. | | Smelly Code Debugging  To know what debugging means.  •To understand the need to test and  debug a program repeatedly.  To debug simple programs. |  |
| Music | Ukelele | | | | | | | |