































Manor Park First School

Year 2 Medium Term Plan : Autumn 2

| | 3.1 | 3.2 | 3.3 | 3.4 | 3.5 | 3.6 |
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| <p>ENGLISH</p>  | <p>Fiction:</p> <p>Explore the story 'The Enormous Crocodile' by Roald Dahl.</p> <p><u>Writing Outcome:</u> Write a re-telling of the story of the Enormous Crocodile along with identifying the main sections of a story.</p> | <p>Fiction:</p> <p>Explore the story 'The Enormous Crocodile' by Roald Dahl.</p> <p><u>Writing Outcome:</u> Write a re-telling of the story of the Enormous Crocodile along with identifying the main sections of a story</p> | <p>Non-Fiction:</p> <p>Explore the story 'The Enormous Crocodile' by Roald Dahl.</p> <p><u>Writing Outcome:</u> Write a postcard home explaining what the school from the jungle is like (based on the enormous crocodile).</p> | <p>Non-Fiction:</p> <p>Explore the story 'The Enormous Crocodile' by Roald Dahl.</p> <p><u>Writing Outcome:</u> Write letters using the key features so that the children can explain what happened with the enormous crocodile and what is needed at Manor Park for their teacher to read.</p> | <p>Fiction:</p> <p>the Great Fire of London:</p> <p><u>Writing Outcome:</u> The children will also write a diary entry based on the one written by Samuel Pepys.</p> | <p>Fiction:</p> <p>the Great Fire of London:</p> <p><u>Writing Outcome:</u> The children will also write a diary entry based on the one written by Samuel Pepys.</p> |

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| <p>Grammar</p> | <p>Punctuate sentences correctly, including capital letters, full stops, questions and exclamation marks.</p> <p>  !?</p> <p>Using time adverbial to link events In a text </p> <p>Start to use expanded noun phrases, adverbs and similes to add description to a piece of writing (use of SAC) to achieve higher level writing.</p> <p>  </p> <p>Use coordinating and subordinating conjunctions to join sentences</p> | <p>Learning how to use sentences with different forms: statement, question, command?</p> <p></p> <p></p> <p>consistency in tense –ed verb for past</p> <p>Start to use expanded noun phrases, adverbs and similes to add description to a piece of writing (use of SAC) to achieve higher level writing.</p> <p>   ly VERB</p> <p>Use coordinating and subordinating conjunctions to join sentences</p> | <p>Punctuate sentences correctly, including capital letters, full stops, questions and exclamation marks.</p> <p>  !? Learning how to use sentences with different forms: statement, question, command?</p> <p></p> <p>consistency in tense –ed verb for past</p> <p>Using time adverbial to link events: In a text </p> <p>Use coordinating and subordinating conjunctions to join sentences</p> | <p>Punctuate sentences correctly, including capital letters, full stops, questions and exclamation marks.</p> <p>  !? Learning how to use sentences with different forms: statement, question, command?</p> <p></p> <p>consistency in tense –ed verb for past</p> <p>Using time adverbial to link events: In a text </p> <p>Use coordinating and subordinating conjunctions to join sentences</p> | <p>Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.</p> <p> Punctuating sentences correctly!?. </p> <p> using noun phrases,  adverbs of time to help sequencing </p> <p>Extension: Starting to use SAC/SPAC Simile, adverb, connective, preposition starters (to achieve higher writing)</p> | <p>Using conjunctions and or but to join sentences using when because if that etc to create subordinate clauses.</p> <p> Punctuating sentences correctly!?.   using noun phrases,  adverbs of time to help sequencing </p> <p>Extension: Starting to use SAC/SPAC Simile, adverb, connective, preposition starters (to achieve higher writing)</p> |
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| <p>Maths</p> | <p>Recognise odd and even numbers recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> | <p>Recognise odd and even numbers recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts</p> | <p>Problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems</p> | <p>Problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot</p> | <p>Money: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ask and answer questions about totalling and comparing categorical data recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins to equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> | <p>Money: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change ask and answer questions about totalling and comparing categorical data recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value find different combinations of coins to equal the same amounts of money solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> |
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| | | | | recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems | | |
| RE | <p><u>incarnation</u></p> <p>What signs have you seen that Christmas is coming? - why do you think Christmas matters to Christians?</p> <p>Share the powerpoint to tell the story.</p> <p>Use the words and picture sheets (varying differentiations) to make a mini booklet of the Christmas story.</p> | <p>incarnation</p> <p>Introduce the word 'advent' as the arrival of something or someone. Explain that the four weeks leading up to Christmas is advent and some Christians wait and prepare for celebrating the birth of Jesus.</p> <p>Use their booklet made from last session to retell the Christmas story to a friend.</p> <p>Create a bracelet using beads and pipe cleaner to retell the xmas story.</p> | <p>incarnation</p> <p>Get pupils to think about thankfulness in relation to the Christmas story. What thank you prayers and sentences might people in the story (Mary, Joseph, shepherds, angels) have said at different moments? Make a paper chain of these thank you words as part of class Christmas decorations - use red and green paper to make this chain.</p> <p>How do people show gratitude at Christmas? Discuss whether pupils have anything to be thankful for at Christmas this year. Make another paper chain (use two different colours maybe blue and purple this time) of all the thank yous that pupils need to say this Christmas (family, friends, teachers lunchtime supervisors etc).</p> | <p>incarnation</p> <p>Christmas Around the World</p> <p>Share the power point about Christmas around the world.</p> <p>Invite the children to have a go at some of the crafts that relate to Christmas celebrations in other countries eg</p> <p>China - make a paper lantern</p> <p>France - make a festive wreath</p> <p>India - make a poinsettia</p> | <p>incarnation</p> <p>Share Christingle powerpoint</p> <p>Label a Christingle picture and make own Christingle</p> | |

Science Block
3 Weeks

- Can describe how plants that they have grown from seeds and bulbs have developed over time
 - Can identify plants that grew well in different conditions
- Can spot similarities and difference between bulbs and seeds
- Can nurture seeds and bulbs into mature plants identifying the different requirements of different plants
- Can describe how animals, including humans, have offspring which grow into adults, using the appropriate names for the stages
- Can state the basic needs of animals, including humans, for survival
 - Can state the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
 - Can name foods in each section of the Eatwell Guide
- Can describe, including using diagrams, the life cycle of some animals, including humans, and their growth to adults e.g. by creating a life cycle book for a younger child
- Can measure/observe how animals, including humans, grow.
 - Show what they know about looking after a baby/animal by creating a parenting/pet owners' guide
 - Explain how development and health might be affected by differing conditions and needs being met/not met
- Can name an object, say what material it is made from, identify its properties and make a link between the properties and a particular use
- Can label a picture or diagram of an object made from different materials
 - For a given object can identify what properties a suitable material needs to have Whilst changing the shape of an object can describe the action used
 - Can use the words flexible and/or stretchy toWhilst changing the shape of an object can describe the action used
 - Can use the words flexible and/or stretchy to describe materials that can be changed in shape and stiff and/or rigid for those that cannot
 - Can recognise that a material may come in different forms which have different properties

History Block
3 Weeks

Based on



Why do we remember the 5th November?

- What London was like in 1666
- Make simple comparisons between London then and today
- How the Great Fire of London started
- Learn about key historical figures of the time like King Charles II and Samuel Pepys
- Why Samuel Pepys diary is of significant historical interest
- Make comparisons with the Great Fire of Dorchester.

National Curriculum links

- The lives of significant individuals (Samuel Pepys).
- Significant events beyond living memory.
- Similarities and differences between ways of life in different periods.

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| PSHE Celebrating difference unit 2 | | Accept that everyone is different Include others when working and playing | Know how to help if someone is being bullied | Try to solve problems | Try to use kind words | Know how to give and receive compliments |
| PE (Indoor) Team building | | To follow instructions and work with others. | To co-operate and communicate in a small group to solve challenges. | To create a plan with a group to solve the challenges. | To use teamwork skills to work as a group to solve problems | To work with a group to copy and create a basic map. |
| PE (Outdoor) sending and receiving | To roll a ball towards a target. | To track and receive a rolling ball. | To send and receive a ball with your feet. | To develop catching skills. | To develop throwing and catching skills | To send and receive a ball using a racket. |

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| <p>Music</p> | | <p>Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm</p> | <p>Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm</p> | <p>Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm</p> | <p>Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm</p> | <p>Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm</p> |
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