

**Year 2 – Theme = London’s Burning / Wonderful Weather
Medium Term Planning Autumn 2023**

We ek	Literacy Narrative Instructions * Recount	Maths Place Value and Money Addition and Subtraction Measures (A) More Addition and Subtraction (A)	History London’s Burning	Science Everyday Materials	Computing Online Safety / Spreadsheets	RE Rules and Routines	Art Sculpture and 3D: Clay houses	PE Fundamentals	Music Kapow Musical Me
1	I can write a narrative based around escaping the Great Fire of London. Key Text: Toby and The Great Fire of London. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.	Tues – LO: I can read and write numbers to 100. Wed – LO: I can compare numbers to 100. Thurs – LO: I can make reliable estimates of numbers up to 100. Fri – LO: I can count in 10s from 1-digit and 2-digit numbers	LO: I know about events beyond living memory. Introduce – Use the GFL PowerPoint to share info and discuss. What do the chn know? Want to find out? KWL	LO: I can identify and compare the suitability of a variety of everyday materials. Explore the properties of different kitchen papers and disposable cloths. Rise to the challenge of mopping water from the floor.	LO: I can search. Using different search engines to refine searches and discover what we are looking for.	LO: I can explain why it is important to have rules.	Display lesson. LO I can mix colour for effect Paint flames to go on topic display, thinking about colours and shape.	LO: I can explore how the body moves when running at different speeds.	LO: I can sing and play an instrument at the same time. Learning to sing 'Once a man fell in a well' and use untuned percussion instruments to play the pulse and imitate specific words from the song before performing as a class.
2	Segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.	Place Value and Money Mon – LO: I can recognise the place value of each digit in a 2-digit number Tues - LO: I can recognise the place value of each digit in a 2-digit number.	LO: I can research an artefact. Researching an artefact to find out more information. Use books, IWB, computers.		LO: I can email safely. Using Purple Mash to email safely and securely to our friends.	Thinking about previous rules that we have learnt at school and creating new class rules for all of us to follow in Class 2.	LO I can use my hands as a tool to shape clay. Children to explore working with clay, trying three skills (smoothing,	Running using the balls of our feet and then using our arms to help us move forward.	

	<p>Writing narratives about personal experiences and those of others (real and fictional).</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p>	<p>Wed – LO: I can recognise the value of all coins.</p> <p>Thurs – LO: I can investigate making totals with money. (Making 10p)</p> <p>Fri – LO: I can find the total of 2 amounts and give change from 20p.</p>					shaping and marking)		
3	<p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p> <p>SPAG: Sentences with different forms: statement, question, exclamation, command.</p> <p>Use of the suffixes –er, –est</p>	<p>Place Value and Money</p> <p>Mon – LO: I can use coins to make amounts and give change. (Bar Model)</p> <p>Tues – LO: I can add and subtract money.</p> <p>Wed – LO: I know pairs to 10 and within 10.</p> <p>Thurs – LO: I know pairs to 20.</p> <p>Fri – LO: I know pairs to 10 and 20 and can write related addition and subtraction facts.</p>	<p>LO: I can compare past and present London to say what things are different and similar.</p> <p>Chn sort picutres of past and present London.</p>	<p>LO: I can identify material's different properties.</p> <p>Think about hard materials and their absorbent properties. Which building materials are absorbent? Why must they have this property?</p>	<p>LO: I can understand a digital footprint.</p> <p>Understanding and discussing what we wouldn't want to be discovered in our digital footprints.</p>	<p>LO: I can order the ten commandments</p> <p>Discovering and then sorting the ten commandments in the right order.</p>	<p>LO: I can shape a pinch pot and join clay shapes as decoration</p> <p>Children to follow given techniques to create a pinch pot. Decorations to be added using joining techniques.</p>	<p>LO: I can develop changing direction and dodging.</p> <p>Pusing and turning our bodies to help us move in new directions.</p>	<p>LO: I can choose and play appropriate dynamics and timbres for a piece of music.</p> <p>Learning that all instruments have their own unique 'timbre' and that composers use this and dynamics to show different emotions in their music; pupils' experiment by singing 'Once a man fell in a</p>

	in adjectives and the use of -ly in Standard English to turn adjectives into adverbs.								well' in different ways.
4	<p>I can write instructions on how to bake 17th Century bread.</p> <p>Writing down ideas and/or key words, including new vocabulary.</p> <p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Listen and respond appropriately to adults and their peers.</p>	<p>Addition and Subtraction</p> <p>Mon - LO: I can use pairs to 10 to find amount to next 10. (Number Line)</p> <p>Tues - LO: I can use pairs to 10 to find amount to next 10. (100 grid)</p> <p>Wed – LO: I can add ones to a 2 digit number.</p> <p>Thurs – LO: I can add 10.</p> <p>Fri – LO: I can subtract 10.</p>	<p>LO: I can talk about some of the jobs that people often did in 1666.</p> <p>List of 17th Century jobs, cut and stick the explanation to the names.</p>	<p>LO: I can perform simple waterproofing tests.</p> <p>Explore different fabrics and investigate how waterproof they are using a dropper of water. How can we make the fabrics waterproof?</p>	<p>LO: I can review previous spreadsheet usage.</p> <p>Reviewing rows and columns and how we use them in spreadsheets.</p>	<p>LO: I can explain why Shabbat is important to Jewish people.</p> <p>Creating a comic book collage all about the Shabbat.</p>	<p>LO I can use impressing and joining techniques to decorate a clay tile.</p> <p>Using taught techniques, create a tile and practise decorating using impressing and joining techniques.</p>	<p>LO: I can develop balance, stability and landing safely.</p> <p>Practicing how to land using different jumps by bending our knees.</p>	
5	<p>Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Add suffixes to spell longer words, including -ment, -ness, -ful, -less, -ly.</p>	<p>Addition and Subtraction</p> <p>Mon – LO: I can add and subtract multiples of 10 with money.</p> <p>Tues – LO: I can practically add ones and tens to 2 digit numbers (not crossing)</p>	<p>LO: I can put the events of the Great Fire into a timeline.</p> <p>Chn to cut and stick events in the correct order on a timeline.</p>	<p>LO: I can select materials for uses.</p> <p>Explore the textures and properties of different materials by printing with a selection of items. Make a large collective</p>	<p>LO: I can copy, paste and cut.</p> <p>Using copying and pasting in spreadsheets to solve simple puzzles.</p>	<p>LO: I can describe the Five Pillars of Islam.</p> <p>Creating a poster based around the Five Pillars of Islam.</p>	<p>LO I can identify features of a 3D model.</p> <p>Look at different house designs and identify the features we may include on our house tile. Children to</p>	<p>LO: I can develop balance, stability and landing safely.</p> <p>Exploring jumping and hopping and then playing crossing the</p>	<p>LO: I can use musical notation to play melodies.</p> <p>Learning that letter notation is used to record the names of the notes and the order in which</p>

	<p>SPAG: Formation of nouns using suffixes such as -ness, -er and by Compounding.</p> <p>Subordination (using when, if, that, because) and co-ordination (using or, and, but).</p>	<p>Wed – LO: I can add two 2 digit numbers (not crossing)</p> <p>Thurs – LO: I can practically subtract two 2 digit numbers (not crossing, practical)</p> <p>Fri – LO: I can subtract two 2 digit numbers (not crossing)</p>		<p>piece of art showing the variety of materials used by the class.</p>			<p>work in groups to sketch different features of a house.</p>	<p>stream as a whole class.</p>	<p>they are to be played;</p>
6	<p>I can write a diary entry in the role of Samuel Pepys.</p> <p>Learning to spell common exception words.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</p>	<p>Measures</p> <p>Mon – LO: I can measure in centimetres</p> <p>Tues – LO: I can measure in metres</p> <p>Wed – LO: I can compare lengths.</p> <p>Thurs – LO: I know that weight can be measured in KG and g. I can compare weights.</p> <p>Fri – LO: I can measure weight to the nearest 100g, reading scales.</p>	<p>LO: I can talk about significant individuals from the past.</p> <p>Research Samuel Pepys and write a fact file</p>	<p>LO: I can explore waterproof materials.</p> <p>Learn more about the waterproof properties of wax by having a go at a wax resist picture!</p>	<p>LO: I can use a spreadsheet to calculate amounts.</p> <p>Children to explore the capabilities of a spreadsheet in adding up coins to match the prices of objects</p>	<p>LO: I can explain what the 5 Ks are.</p> <p>Creating a card celebrating the Sikh's belief in the 5 Ks.</p>	<p>LO I can use drawing to plan the features of a 3D model.</p> <p>Share images of home. Discuss different features that would be shown on their tile i.e. doors, windows, chimneys etc Children and design their tile, labelling which features will be joined or impressed.</p>	<p>LO: I can develop co-ordination and combining jumps.</p> <p>Keeping our body using rhythms and remembering our patterns of jump, clap, jump.</p>	<p>LO: I can use letter notation to write my own melody.</p> <p>Children create a melody of their own, first making up their music, and then writing it down using letter-name notation</p>

7	<p>Read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Encapsulating what they want to say, sentence by sentence.</p> <p>Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.</p>	<p>Measures / Addition and Subtraction</p> <p>Mon – LO: I can measure liquid and make comparisons. Tues – LO: I can measure in millilitres.</p> <p>Wed – LO: I can use number bonds to add 3 numbers.</p> <p>Thurs – LO: I can use number facts to solve problems</p> <p>Fri - LO: I can add by making 10.</p>	<p>LO: I can share facts about a historical event.</p> <p>Children to write key facts they have learnt about The Great Fire of London.</p>	<p>LO: I can think of inventive uses for familiar materials.</p> <p>Chop up old wax crayons, heat them up and turn them into different shapes!</p>	<p>LO: I can create a table and block graph.</p> <p>Adding and editing data within a table setting.</p> <p>Children to then use the data to manually create a block graph.</p>	<p>LO: I can make decisions based on Humanist values.</p> <p>Learning all about Humanist beliefs and then thinking about how in different situations we can make our own decisions in life to help ourselves.</p>	<p>LO I can make a clay tile from a drawn design.</p> <p>Use the house design from last lesson to create clay tile house. Discuss the making process, equipment needed, skills etc.</p>	<p>LO: I can develop combination jumping and skipping in an individual rope.</p> <p>Turning the rope around ourselves and encouraging our friends to jump forming a team unit.</p>	<p>LO: I can use timbre and dynamics in musical composition.</p> <p>Working in groups, children compose a piece of music that uses dynamics and timbre to reflect an emotion.</p>
8	<p>SPAG: Expanded noun phrases to describe and specify. [e.g. the blue butterfly]</p> <p>Formation of adjectives using suffixes such as -ful, -less.</p>	<p>Mon – LO: I can add a 1-digit number to a 2-digit number. (Bridging 10)</p> <p>Tues – LO: I can subtract a 1-digit number from a 2-digit. (Bridging 10)</p> <p>Wed – LO: I can use number facts or place value to add and subtract.</p> <p>Thurs – I can solve addition and subtraction problems</p>	<p>LO: I can find out how London changed after the Great Fire.</p> <p>Build a house and re design London.</p>	<p>Half Term</p>					

Wk	<p>Literacy</p> <p>Letter</p> <p>Poetry</p> <p>*Character Description</p>	<p>Maths</p> <p>Multiplication and Division</p> <p>More Addition and Subtraction (B)</p> <p>Shape and Data (A)</p> <p>Measures (B)</p> <p>Shape and Data (B)</p> <p>*Assessment Week</p>	<p>Geography</p> <p>Kapow</p> <p>Would you prefer to live in a hot or cold place?</p>	<p>Science</p> <p>Everday Materials</p>	<p>Computing</p> <p>Coding</p>	<p>PSHE</p> <p>Citizenships</p>	<p>DT</p> <p>Structures: Baby Bear's Chair</p>	<p>PE</p> <p>Yoga</p>	<p>Music</p> <p>Kapow</p> <p>West African call and response song (Theme: Animals)</p>
9	<p>I can write a letter based around what to do with leaves.</p> <p>Key Text: We're going on a leaf hunt.</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Multiplication and division.</p> <p>Mon – LO: I can count in 10s and 2s.</p> <p>Tues – LO: I understand multiplication as repeated addition. (10s)</p> <p>Wed – LO: I can find doubles to double 20.</p> <p>Thurs – LO: I can find halves of even numbers.</p> <p>Fri – LO: I can find doubles to 20 and recognise corresponding halves.</p>	<p>LO: I can name and locate the seven continents.</p> <p>Using an atlas, locate the 7 continents and label them on the given world map.</p>	<p>LO: I can complete simple observations.</p> <p>Explore all sorts of bouncy balls and investigate which one is the bounciest.</p>	<p>LO: I can understand what an algorithm is.</p> <p>Using coding to create a collision event.</p>	<p>LO: I can understand the importance of rules.</p> <p>Applying what we know about rules in school and applying them to the wider community.</p>	<p>LO I can explore the concept and features of structures and the stability of different shapes</p> <p>Investigate creating a pyramid, sphere and cube out of playdough to test stability. Test shapes by lifting on a piece of card and measure the height at which the shape topples.</p>	<p>LO: I can copy and repeat yoga poses.</p> <p>Breathing in and out as we complete yoga poses.</p>	<p>LO: I can create short sequences of sound.</p> <p>After hearing the sounds of some of Africa's most notorious animals, children use instruments to replicate the sounds, experimenting with the variations of timbre.</p>

10	<p>Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far.</p> <p>SPAG: The present and past tenses correctly and consistently including the progressive form.</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns.</p>	<p>Addition and subtraction.</p> <p>LO: I can add 1-digit number to a 2-digit number, bridging 10.</p> <p>LO: I can subtract a 1-digit number from a 2-digit number, bridging 10.</p> <p>Mon – LO: I can add and subtract multiples of 10 from a 2-digit number. (100 grid)</p> <p>Tues – LO: I can add and subtract multiples of 10 from a 2-digit number. (Number line)</p> <p>Wed – LO: I can add two 2 digit numbers</p> <p>Thurs – LO: I can add two 2 digit numbers</p> <p>Fri – LO: I can add and subtract two 2 digit numbers</p>	<p>LO: I can locate the North and South Poles.</p> <p>Look at a compass and introduce North, East, South and West. Children label North and South poles on a map. Research the North pole and South pole. Sort images of the North and South pole and add to their maps.</p>	<p>LO: I can devise an investigation.</p> <p>Consider different fabrics and what they could be used for.</p>	<p>LO: I can create a program using a given design.</p> <p>Following a storyboard to create coding around “The Princess and the Frog.”</p>	<p>LO: I can understand ways to look after the school environment.</p> <p>Looking at ways in which we can look after and care for the Newton environment.</p>	<p>LO: I can understand that the shape of the structure affects its strength</p> <p>Class experiment - Children predict which shape will be the strongest. Children investigate making their own cylinders.</p>	<p>LO: I can develop an awareness of strength when completing yoga poses.</p> <p>Further concentrating on our breathing to help with our yoga strength.</p>	
11	<p>I can write a poem about wintry weather.</p>	<p>Addition and subtraction.</p>	<p>LO I can locate the Equator on a world map.</p>	<p>LO: I can understand that materials bend at different rates.</p>	<p>LO: I can understand that algorithms</p>	<p>LO: I can recognise the roles people play in looking</p>	<p>LO I can make a structure</p>	<p>LO: I can develop an awareness of flexibility</p>	<p>LO: I can copy a short rhythm.</p>

	<p>Encapsulating what they want to say, sentence by sentence.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear.</p> <p>Participate in discussions, presentations, performances and debates.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>	<p>Mon – LO: I can add near multiples of 10.</p> <p>Tues – LO: I can add two 2-digit numbers.</p> <p>Wed – LO: I can add two 2-digit numbers. (Consolidation)</p> <p>Thurs – LO: I can choose and use an appropriate strategy to add 'ordinary' or 'nearly' numbers.</p> <p>Fri – LO: I can problem solve.</p>	<p>Introduce the Equator. Using an Atlas, add the Equator to their world maps. Look at features of the Equator.</p>	<p>Examine a selection of different materials and explore their rigidity by devising an investigation to test them.</p>	<p>follow a sequence.</p> <p>Using timer blocks to make blocks of coding appear and disappear.</p>	<p>after the environment.</p> <p>Learning about the different roles people play in looking after the local environment, including volunteers, cleaners, caretakers and lunchtime staff.</p>	<p>according to design criteria</p> <p>Follow given instructions to make Baby bear's chair using paper and tape.</p>	<p>when completing yoga poses.</p> <p>Performing new poses that focus more on stretching.</p>	<p>Children go on safari around the classroom, listening to drumming music and learning to clap back animal rhythms in time to the music.</p>
12	<p>Writing poetry.</p> <p>SPAG: Commas to separate items in a list.</p> <p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.</p>	<p>Shape and Data.</p> <p>Mon – LO: I can use directional language.</p> <p>Tues – LO: I can recognise clockwise, and anti-clockwise turns and right angles as quarter turns.</p> <p>Wed – LO: I can name and describe regular and irregular 2-D shapes.</p> <p>Thurs – LO: I can recognise, make and describe 2D shapes.</p>	<p>LO I can compare the UK and Kenya.</p> <p>Locate Kenya and the UK on a world map. Research key facts about Kenya looking at human and physical features. Look at photographs and create a similarities and differences table.</p>	<p>LO: I can identify and classify materials.</p> <p>Wonder what the world would be like without rigidity and test materials for their durability and toughness.</p>	<p>LO: I can understand what different events do in a code.</p> <p>Exploring free-code chimp to gain a better understanding of different events.</p>	<p>LO: I can understand the different roles people have in the community.</p> <p>Learning about the roles people have in the community, and the impact if these roles are not fulfilled.</p>	<p>LO I can produce a finished structure and evaluate its strength, stiffness and stability</p> <p>Test their chairs with toys – is it stable? How can we improve this. Test adding / changing elements to their chairs.</p>	<p>LO: I can copy and remember actions linking them into a flow.</p> <p>Ordering different poses that we have learnt so that they flow naturally.</p>	<p>LO: To learn a traditional song.</p> <p>Learning a 'call and response' structure, with pupils singing the 'response' and learning a traditional Ghanaian call and response song called 'Che Che Kule'.</p>

		Fri – LO: I can use Venn diagrams to sort.							
13	Assessment Week.		<p>LO: I can investigate local weather conditions.</p> <p>Look at how we measure the temperature of a place and the amount of rain fall. Create a rain gauge in small groups. Put outside ready for following lesson.</p> <p>Make your own rain gauge - Met Office</p>	<p>LO: I can compare the suitability of different papers.</p> <p>Explore a selection of paper and predict the strongest one. Test the papers using weights and record the results.</p>	<p>LO: I can create a computer program that uses a button object.</p> <p>Using a button code block to change fonts sizes and colours.</p>	<p>LO: I can recognise similarities and differences between people in the local community.</p> <p>Children working in different groups to identifying different groups in the community.</p>	<p>LO I can produce a finished structure and evaluate its strength, stiffness and stability (continued)</p> <p>Finish and decorate baby bear’s chair. Making any improvements along the way whilst testing.</p>	<p>LO: I can create a flow, perform and teach it to a partner.</p> <p>Learning even more new poses and then teaching a partner how to copy them.</p>	<p>LO: I can create rhythms based on ‘call and response’</p> <p>Pupils are given examples of 'calls' to which they beat the 'response', using an instrument; they then work together to invent their own animal call and responses, recording their notations.</p>
14	<p>I can create a character description of an Alien in Underpants.</p> <p>Key Text: Aliens Love Panta Claus.</p> <p>Learning how to use both familiar and new punctuation correctly including full stops, capital letters, exclamation marks,</p>	<p>Shapes and Data.</p> <p>Mon – LO: I can use Carroll diagrams to sort.</p> <p>Tues – LO: I can draw and interpret a block graph.</p> <p>Wed – LO: I can draw and interpret a pictogram.</p>	<p>LO: I can investigate local weather conditions.</p> <p>Look at a colour coded map showing different climates around the world. Rain gauge to have been put out previous day. Using rain gauge and thermometer record</p>	<p>LO: I can plan how to use materials appropriately for an experiment.</p> <p>Using our knowledge of paper strength and rigidity to build a paper bridge strong</p>	<p>LO: I can understand what debugging is.</p> <p>Children to explore a range of different sets of coding blocks and debug them to ensure that</p>	<p>LO: I can begin to understand how democracy works.</p> <p>Developing an understanding of how school council works and why it is important to have a</p>	<p>LO I can evaluate my design.</p> <p>Complete evaluation sheet explaining what they did well / what they would do differently next time.</p>	<p>LO: I can explore poses and create a yoga flow.</p> <p>Ordering all our poses with a partner and then performing them together.</p>	<p>LO: I can add dynamics to a structure of rhythms.</p> <p>Pupils focus on improving the sounds they make by varying the dynamics, finishing the</p>

	<p>question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).</p> <p>Proof-reading to check for errors in spelling, grammar and punctuation. [e.g., ends of sentences punctuated correctly]</p> <p>Distinguishing between homophones and near-homophones.</p> <p>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>SPAG: Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</p>	<p>Thurs - LO: I can name and describe 3D shapes.</p> <p>Fri – LO: I can name and describe 3D shapes.</p>	<p>temperature and amount of rainfall.</p>	<p>enough to hold a toy car.</p>	<p>they work appropriately.</p>	<p>democratic election system.</p>			<p>lesson by performing to their peers.</p>
15		<p>Measures.</p> <p>Mon – LO: I have a sense of the length of a minute.</p> <p>Tues – LO: I can read time on digital and analogue clocks to the half hour.</p> <p>Wed – LO: I can order time to the half hour, using digital and analogue clocks.</p> <p>Thurs - LO: I can read time on analogue clocks to the quarter hour.</p> <p>Fri – LO: I can read time on analogue clocks to the quarter hour. I can begin to tell the time to 5 minutes.</p>	<p>LO: I can identify features of hot and cold places.</p> <p>Identify countries close to the North and South poles and the Equator. Discuss – which country would you prefer to live and why? Draw and label features of their preferred region and write why they would prefer to live there.</p>			<p>LO: I can understand ways to express my opinion.</p> <p>Sharing our opinions on things that matter to us and that our ideas and opinions can help to change something.</p>			