

Medium Term Curriculum Plan – London Long Ago
Year 2, Autumn Term 1, 2016

What are you going to teach?	5/9/16 Week 1 (4 day)	12/9/16 Week 2	19/9/16 Week 3	26/9/16 Week 4 Harvest (church)	3/10/16 Week 5 Rainbow Theatre	10/10/16 Week6	17/10/16 Week 7
English - Writing	To ask a <u>question</u> using appropriate vocabulary & punctuation (CC history & computing)	To write <u>statements</u> and <u>commands</u> about the Plague and Fire of London. CC history	To write and edit a <u>Harvest Poem</u> . (foci-commas, capital letters, full stops, adjectives) (cc RE)	To write a <u>diary</u> entry in the style of Samuel Pepys.(foci past tense) (Cross Curricular History research the Fire of London using the Magic Granddad dvd)	To use drama to respond to the Plague and the Fire of London. To edit pieces of writing from the Fire of London. Rainbow Theatre	To plan a story using a magic quill to take them back to London in the 1660's. Write a <u>news report</u> based on Rainbow theatre visit	TRACKING. To write a <u>story</u> using a magic quill to take them back to London in the 1660's.
SPaG	-capitals, full stops, question marks -Nouns -editing sentences	-verbs -nouns -past tense – ed/ing	-commas -adjectives -wr	-subordinate clause – time wrds e.g. 1 st , next, after -y >ies	-ge/dge -exclamations	-adjectives -or said er after w e.g. worm	-punctuation -tense
Reading	Non fiction – question words	Statements – fact sheets, comprehension	Poetry Syllables, rhyme, not rhyme	Diary extracts – use of language		Fiction – story openers, creating a scene	
Handwriting	Family groups formation inc. a, n, l, Ascenders/ descenders	a/c/d/g/p joined to each other joins with o	Ascenders size e.g. al/ol/il le/lu ti/te/et				
Speaking & Listening	Linked to English - ask questions to extend understanding.& maintain attention and participate actively in collaborative conversations – linked to Art.	To give well-structured descriptions of Jewish artefacts – linked to RE.	Participate in discussions and debates – linked to DT	To speak audibly and fluently with an increasing command of standard English – linked to RE and the reading of Harvest Poems.	Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas – linked to Science.		To consider and evaluate different viewpoints, attending to and building on the contributions of others – linked to Computing.
Maths	Recap place value using practical aids. To be secure with Number bonds to 10/20. To investigate all ways of making 10/20 using addition. TH/F – sample SATs	Grps x3 To make specific amounts using different value coins with a focus on tens and units/ place value. (10p and 1p coins.)	Shape – 2d properties 3D properties/ nets	Grps x3 To add 2 digit numbers with the emphasis on tens and ones. No.lines/empty no.line	Grps x3 To understand the inverse operation for addition is subtraction. Missing number	To understand time as a measure. To read time to quarter past and half past. To explore measuring in m/cm, l/ml, kg/g	To follow instructions which include quarter turn, half turn and three quarter turns (bee bots) CC Computing

Science	Identify & compare the suitability of a variety of everyday materials for a particular purpose. Record as Venn/Carroll	To know that some materials occur naturally and some do not.	Find out how the shape of a solid can be changed by squashing, bending, twisting, stretching. To record results in a table	Identify & compare the suitability of a variety of everyday materials for a particular purpose. What if... Build a bridge CC Maths	To observe materials changing through heat Paul to set fire Friday am	To find out about people who have developed useful new materials. John Dunlop, Charles Macintosh, John McAdam	
Computing	-To use technology safely & respectfully, keep personal information private and know who to go to for help -Implement algorithms as a simple program and debug	To use technology purposefully to create, organise, store & manipulate digital content. Consolidate keyboard functions: font style, size, colour, bold, italic and underline adapted fit for purpose. CC adjectives	To use technology purposefully to retrieve, organise, store & manipulate digital content. To edit a given text using word processing skills.	To use technology purposefully to create, organise, store, retrieve & manipulate digital content. To capture video clips and save. CC Literacy London Burning and Drama			To use technology purposefully to create, organise, store, retrieve & manipulate digital content. To evaluate video clips and save.
	Understand what algorithms are and that programs execute by following precise & unambiguous instructions. Create & debug simple programs. Coding (During Forest school)						
RE AT1 / AT2	To understand and discuss Christianity. To begin to understand what a saint is.	To explore Judaism through artefacts.	To understand the importance of Harvest as a Christian festival.	To understand the importance of the Torah to Jews and begin to compare to the CE bible.	To begin to appreciate the significance of Shabbat in the Jewish home.	To compare Shabbat to Sunday for Christians.	To understand the Jewish festival of Hanukah.
Art	Use a range of materials creatively Develop techniques in using colour, pattern, line and texture. To create a self-portrait.	To compare the work of different artists (London scenes by J M W Turner and Lesley Oliver), describing similarities & differences	Use drawing & painting to inspire own work, to take inspiration from these artists using water colours	To continue own work inspired by these artists		To make links to their own work & share their ideas To develop a range of design techniques using colour, pattern, texture, shape & form CC DT	
DT		Select from a range of equipment to perform a practical task. Use a range of ingredients according to their characteristics. Make bread.	Select from a range of equipment to perform a practical task. Net houses (CC Maths)	Design purposeful, functional & appealing products. Generate, develop, model & communicate ideas through talk, drawing & mock-ups. Evaluate ideas against design criteria. Make a Tudor house.		To select from and use a range of tools. Create a clay flame sculpture. CC Art	

PE	To master throwing & catching To participate in team games	To participate in team games. Refine their kicking skills and apply in a competitive situation	To participate in team games & develop simple tactics for attacking/defending	To participate in team games. Understand the rules of competitive games	To participate in team games. To work with a partner and improve a game	To participate in team games, building on skills learnt	To participate in team games, building on skills learnt Evaluate own participation in the team
		Develop agility & co-ordination Orienteering CC geography Follow a route	Develop agility & co-ordination Orienteering CC geography Timed trials	Develop agility & co-ordination Orienteering CC geography Use a map & grid points	Develop agility & co-ordination Orienteering CC geography Use a map & grid points	Develop agility & co-ordination Orienteering CC geography Timed trials	Develop agility & co-ordination Orienteering CC geography Devise own routes – challenge others
Music	Use voices expressively & creatively by singing & speaking chants & rhymes Rounds – ring a roses/ London’s burning	To use their voices expressively and creatively by performing Ring a Ring of Roses using selected instruments.	To use their voices expressively and creatively by learning Harvest songs.	To use their voices expressively and creatively by learning Harvest songs.	To use their voices expressively and creatively by learning London’s Burning.	To use their voices expressively and creatively by performing London’s Burning in a round.	To use their voices expressively and creatively by performing London’s Burning in a round.
Geography	-To describe the location of features & routes on a map -To use aerial photos to recognise landmarks & features Use obs. skills to study human & physical features of the school & surrounding area (CC computing)	Use basic symbols to match & recognise landmarks and basic human and physical features in the local area	Understand geographical similarities & differences through studying a small area of the UK – London. Recognise human & physical features. Use appropriate geographical vocabulary	To name and locate villages, towns and cities in London and the surrounding areas.	To use and construct basic symbols in a key for London	To create maps according to given key. – class to class tree	
History	To learn about significant national events that are beyond living memory – Plague & Great Fire of London. (CC Literacy & computing)	To learn about significant national events that are beyond living memory. Use Fire of London talking stories CC computing	To know about significant historical events in our locality. To understand that the Harvest Festival is a traditional, historical and religious event. CC RE	To learn about significant national events that are beyond living memory. Empathise with people who lived during the Fire of London. Cc WWO Learn how the lives of significant individuals in the past contributed to national achievements. Samuel Pepys & his diary CC literacy	To learn about significant national events that are beyond living memory To use some known facts in a piece of creative writing about the Fire of London. CC lit		

PSHCE – linked with S&L and RE.	To reinforce Class rules and expectations – linked to S&L & Computing. To recognise what they like/ dislike – linked to Art.	To recognise what is fair/unfair.	To recognise the difference between right and wrong.	To recognise choices they can make and how they impact on themselves and others.	To recognise, name and deal with their feelings in a positive way.	To share their opinions on things that matter to them and explain their views. To share their opinions on things that matter to them and explain their views.	
WVO – linked with S & L	To develop listening skills	To revisit the WVO skill of eye contact and turn-taking.	To revisit the WVO skill of negotiation and co-operation.	To use WVO skills to work in random pairs.	To use WVO skills to work in random groupings.	To problem solve in random groups. To problem solve in random groups.	
Forest School	Willow a	Willow a	Willow a	Willow b	Willow b	Willow b	
Diary	M-INSET T- W-start phonics, planning Th-2.30 TA CP meeting, Staff F-	M- T-staff W-fire drill, joint SLT, planning? Th-planning F-	Ash Maths obs? M- T-CC to Downview, Staff SPTO (Pat 2pm) W-planning Th-Ash assembly, SLT F-Jeans 4 genes	Willow Maths obs? M- T-Progress catcher am ,planning W- Full govs Th-NL PPA staff F-St Nicks Harvest am	Rowan Maths obs? M- T- W- Th-Willow class assembly, staff F-S. McKenzie in, Rainbow theatre pm	M- T-staff, Joint BTJ W-planning Th- F-	Prayer Spaces Week M- T-Drop in W-planning Th-Flu vaccinations, Rowan class assembly, staff F-