



Medium Term Theme Planning: *Once upon a time...*



Year Group: 2	Teachers: Ms Regan and Mrs Almeida	Term: Autumn 2
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Question of the Week:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
AP/ Vocabulary/ Grammar/ Spelling	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists	NON_NEGOTIABLES Capital Letters Full stops Commas in lists
	Phonics & Guided reading	Phonics & guided reading	Phonics & guided reading	Phonics & guided reading	Phonics & guided reading	Phonics & guided reading	Phonics & guided reading
	LO: To plan a story I can identify the theme of my story I can create a character I can plan the events of my story.	LO: As a writer I can write effective sentences for our story using pathetic fallacy and metaphors.	LO: As a writer I can write effective sentences for our story using complex sentences, dialogue and similes.	LO: As a writer, I can plan my independent write. Children to begin their plan using plot points.	LO: As a writer I can edit my own work.		
	LO: To write the first part of a story I can write in the past tense I can spell words that have suffixes I can use noun phrases		LO: As a writer I can write effective sentences for our story using adverbs, onomatopoeia and dialogue.	LO: As a writer, I can plan my independent write. Children finish their plan for their independent write.			

	<p><u>LO: To write the middle section of a story</u> I can use noun phrases to add detail I can use commas to list adjectives I can make effective vocabulary choices</p>	<p><u>LO: As a writer I can write effective sentences for our story using commas to create complex sentences.</u></p>	<p><u>LO: As a reader I can share my favourite traditional tale with my peers.</u> Experience day: Create traditional tale 'remixes' by mixing plots of stories.</p>	<p><u>LO: As a writer, I can use my plan for my independent write.</u> Children begin their independent write.</p>			
	<p><u>LO: As a geographer I can identify some of the UK's amazing features and landmarks</u> Children identify geographical characteristics of the UK.</p>	<p><u>LO: As a writer I can gather vocabulary for my writing.</u> Experience day: Children to gather vocabulary about libraries.</p>	<p><u>LO: As a writer I can write effective sentences for our story using rhyming, possessive apostrophes and repetition.</u></p>	<p><u>LO: As a writer, I can use my plan for my independent write.</u> Children finish their independent write .</p>			
	<p><u>LO: To write the ending to a story</u> I can use past and present tense verbs so my writing makes sense I can write questions I can use question marks</p>	<p><u>LO: As a writer I can write effective sentences for our story using complex sentences, repetition and personification.</u></p>	<p><u>LO: As a writer I know the 'r' sound can be spelt as 'wr'</u> Spelling activities.</p>	<p><u>LO: As a writer, I can spell words ending in le</u> Spelling activities</p>		<p><u>LO: As historian I can retell the Christmas Story and can reflect upon the effect this event has had on modern history</u></p>	<p><u>LO: As an artist I can create a cape for my traditional Tale Character</u> Children create a cape using textiles/fabric. Look at patch work</p>
	<p><u>LO: To edit and publish a story</u> <u>I can edit and improve a story</u> <u>I have written</u> <u>I can publish a story as a book</u> <u>I can evaluate my writing</u></p>		<p><u>Computing:</u> Create a picture of what LRRH sees in the forest.</p>	<p><u>Computing:</u> Create a gingerbread house</p>	<p><u>LO: As a scientist I know what a healthy diet consists of</u> Children design 'eat well' place mats.</p>	<p><u>LO: As an artist I can create decorations using a range of materials.</u> Christmas decoration making.</p>	<p><u>LO: As an artist I can create christmas art.</u> Christmas Art activities.</p>

			<p><u>LO: As a Technologist I can design and create a beanstalk.</u> Children use different textures/material to create a gingerbread house..</p> <p>Children to make gingerbread out of natural resources</p> <p>Children to use clay and different materials collected from the playground and and field to make a house</p>	<p><u>LO: As a scientist I know how exercise effects our hearts.</u> Children to complete a variety of exercises then examine how their heart felt before and after the exercise.</p>	<p><u>LO: As a geographer I know that Mary and Joseph travelled from Nazareth to Bethlehem.</u> Follow this route on a map.</p>	<p><u>LO: As a geographer I know that Mary and Joseph travelled from Nazareth to Bethlehem.</u> Draw the route they followed.</p>	<p><u>LO: As a writer I can write a letter to Santa</u> (Independent end of term writing task)</p>
	<p><u>LO: As a Technologist I can design a gingerbread man.</u> Children design the appearance of their Gingerbread man that they will be making.</p>	<p><u>LO: As a Technologist I can make a gingerbread house.</u> Children make/cook the Gingerbread house.</p>	<p><u>LO: As a geographer I can identify our oceans.</u> Children know the names of the five oceans and locate them on a map.</p>	<p><u>LO: As a geographer I can talk about what is amazing in our local area</u> Children understand how to draw human and physical features on a sketch map</p>	<p><u>LO: As a geographer I understand why natural habitats are special</u> Children investigate local habitats and record findings.</p>	<p><u>LO: As a geographer I understand how to look after natural habitats</u> Children understand how to present findings in a bar chart.</p>	
	<p><u>LO: As a scientist I can describe the importance for humans to exercise, eat the right amounts of different types of</u></p>	<p><u>LO: As a scientist I understand that animal offspring grow into adults</u> Children to match up the young to the adult.</p>	<p><u>LO: As a scientist I can identify what I need to survive</u> Children to decide what is essential to humans through a problem solving task</p>	<p><u>OUTDOOR Learning</u> Chn to explore the school grounds and determine whether</p>			

	food, and hygiene. Children create a poster.			something is a human or physical feature			
		LO: As a geographer I can identify some of the World's most amazing places Children locate some of the world's most amazing places.	As a historian I can reflect on the importance of Remembrance Sunday. Remembrance Sunday activity.		LO: As an artist I can create christmas art. Christmas Art activities.		

Other Subjects Planning (OSP):

Term:	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
As a mathematician	<p>LO: As a mathematician I can add 2 digit numbers.</p> <p>LO: As a mathematician I can subtract 2 digit numbers.</p> <p>Power Maths Unit 3, Lesson 1 – Adding 2-digit numbers (1)</p> <p>Unit 3, Lesson 2 – Adding 2-digit numbers (2)</p> <p>Unit 3, Lesson 3 – Subtracting a 2-digit number from another 2-digit number (1)</p>	<p>LO: As a mathematician I can subtract 2 digit numbers.</p> <p>LO: As a mathematician I can add three 1 digit numbers.</p> <p>LO: As a mathematician I can solve word problems.</p> <p>Power Maths Unit 3, Lesson 6 – Subtracting a 2-digit number from another 2-digit number (4)</p>	<p>LO: As a mathematician I can count money using coins.</p> <p>LO: As a mathematician I can count money in coins and notes.</p> <p>LO: As a mathematician I can show equal amounts of money.</p> <p>Power Maths Unit 4, Lesson 1 – Counting money - coins</p>	<p>LO: As a mathematician I can compare amounts of money.</p> <p>LO: As a mathematician I can use addition to calculate a total.</p> <p>LO: As a mathematician I can use subtraction to find change.</p> <p>LO: As a mathematician I can solve 2 step word problems.</p> <p>Power Maths</p>	<p>LO: As a mathematician I can add and subtract to make equal groups.</p> <p>LO: As a mathematician I can multiply.</p> <p>LO: As a mathematician I can use arrays.</p> <p>Power Maths Unit 5, Lesson 1 – Making equal groups</p> <p>Unit 5, Lesson 2 – Multiplication as equal groups</p> <p>Unit 5, Lesson 3 – Adding equal groups</p>	<p>LO: As a mathematician I know my 2, 5 and 10 times tables.</p> <p>LO: As a mathematician I can solve word problems.</p> <p>Power Maths Unit 5, Lesson 6 – 2 times- table</p> <p>Unit 5, Lesson 7 – 5 times- table</p> <p>Unit 5, Lesson 8 – 10 times- table</p> <p>Unit 5, Lesson 9 – Solving word</p>		

	<p>Unit 3, Lesson 4 – Subtracting a 2-digit number from another 2-digit number (2)</p> <p>Unit 3, Lesson 5 – Subtracting a 2-digit number from another 2-digit number (3)</p> <p>Mental maths</p>	<p>Unit 3, Lesson 7 – Adding 3 1-digit numbers</p> <p>Unit 3, Lesson 8 – Solving word problems (1)</p> <p>Unit 3, Lesson 9 – Solving word problems (2)</p> <p>Unit 3 End of unit check</p> <p>Mental maths</p>	<p>Unit 4, Lesson 2 – Counting money - notes</p> <p>Unit 4, Lesson 3 – Counting money - coins and notes</p> <p>Unit 4, Lesson 4 – Showing equal amounts of money (1)</p> <p>Unit 4, Lesson 5 – Showing equal amounts of money (2)</p> <p>Mental maths</p>	<p>Unit 4, Lesson 6 – Comparing amounts of money</p> <p>Unit 4, Lesson 7 – Calculating the total amount</p> <p>Unit 4, Lesson 8 – Finding change</p> <p>Unit 4, Lesson 9 – Solving 2-step word problems</p> <p>Unit 4 End of unit check</p> <p>Mental maths</p>	<p>Unit 5, Lesson 4 – Multiplication sentences</p> <p>Unit 5, Lesson 5 – Using arrays</p> <p>Mental maths</p>	<p>problems (multiplication)</p> <p>Unit 5 End of unit check</p> <p>Mental maths</p>	
In PSHE	<p>I know how to stay safe on Bonfire Night.</p> <p>I understand democracy and can vote in the school council elections.</p>	<p>TEN TEN: Three in One (Module 3 unit 1, Session 1) Who is my neighbour? (Module 3 unit 1, Session 2)</p>	<p>TEN TEN: Clean and Healthy: My Health (Module 1, Unit 2 Session 3 & 4)</p>	<p>YMPSHE Pupils learn about eating well (Physical health and wellbeing: What keeps me healthy?)</p>	<p>YMPSHE Pupils learn about the importance of physical activity, sleep and rest (Physical health and wellbeing: What keeps me healthy?)</p>	<p>YMPSHE Pupils learn about people who help us to stay healthy and well and about basic health and hygiene routines (Physical health and wellbeing: What keeps me healthy?)</p>	
As a philosopher	<p><u>LO: As a philosopher I know about and reflect on mysteries. I know a mystery is something we are not meant to understand. I can ask questions about heaven and the world.</u> Write on a thought bubble, questions they would like to</p>	<p><u>LO: As a philosopher I know that there are three persons in one God and we can think about him in different ways. I know that there are three persons in the Holy Trinity.</u> Design own symbol for the Holy Trinity</p>	<p><u>LO: As a philosopher I know about and reflect on God's choice of Mary and Joseph. I know about and can reflect upon the Annunciation.</u> Complete worksheet on the Annunciation</p>	<p><u>LO: As a philosopher I know that Advent is a time to prepare for the birth of Jesus and that Advent is a time to prepare for Christmas.</u> Children to colour an Advent wreath and write underneath their promises</p>	<p><u>LO: As a philosopher I know the story of the Nativity and the birth of Jesus. I know that Jesus is God's gift to the world.</u> Birth Announcement Card</p>	<p><u>LO: As a philosopher I know the story of the Three Wise Men and that the angel appears to shepherds. I can talk about the true meaning of Christmas and why it is important.</u></p>	

	ask about God and the world. Write and then draw their view of what heaven is like.						
In PE Learning Behaviour: Help and Encourage (Social) - help, praise and encourage others in their learning. Fundamental Movement Skills: Jumping & Landing, Seated Balance	<u>LO: I can achieve good take off and height. I can land with balance and control and I can land softly and quietly.</u> Warm up: Stepping Stones Skill: Jumping and Landing Skill application: Clapping Game Review method: Taps for Congrats	<u>LO: I can achieve good take off and height. I can land with balance and control and I can land softly and quietly.</u> Warm up: Stepping Stones Skill: Jumping and Landing Skill application: Develop Jumping Combinations Review method: Taps for Congrats	<u>LO: I can achieve good take off and height. I can land with balance and control and I can land softly and quietly.</u> Warm up: Stepping Stones Skill: Jumping and Landing Skill application: Rope Jumps Review method: Taps for Congrats	<u>LO: I can balance with hands/feet up for 10 seconds. I can maintain balance without strain and with minimum wobble.</u> Warm up: Find and Select Shapes Skill: Seated Balance Skill application: Exchange Objects in 3s Review method: Taps for Congrats	<u>LO: I can balance with hands and feet off the floor throughout. I can maintain balance without strain and with minimum wobble.</u> Warm up: Find and Select Shapes Skill: Seated Balance Skill application: Mirror Image (Seated) Review method: Taps for Congrats	<u>LO: I can balance with hands and feet off the floor throughout. I can maintain balance without strain and with minimum wobble.</u> Warm up: Find and Select Shapes Skill: Seated Balance Skill application: Seated Goalball Review method: Taps for Congrats	
In Computing	<u>LO: The Internet Lesson 1</u> To understand how the internet, the World Wide Web and a browser work together.	<u>LO: Devices and connecting to the Internet</u> <u>Lesson 2</u> To understand the different types of hardware used to access the internet and their functions.	<u>LO: Websites and Webpages Lesson 3</u> To understand the difference between a website and a webpage and use a school website to find out information.	<u>LO: Browsers and Search Engines Lesson 4</u> To understand the difference between a browser and a search engine, and to practise searching for information safely.	LO:	LO:	
As a musician Musial focus: - listen and appraise Christmas, Big Band, Motown, Elvis, Freedom songs	<u>LO: As a musician I can sing a song from memory.</u> Song focus:	<u>LO: As a musician I can sing a song and play instrumental parts within the song.</u>	<u>LO: As a musician I can sing a song and improvise using voices and/or instruments within the song</u>	<u>LO: As a musician I sing a song and perform composition(s) within the song</u>	<u>LO: As a musician I can choose what I want to perform. Start to prepare for the end-of-unit performance</u>	<u>LO: As a musician I can perform an end of unit performance</u> Song focus:	CHRISTMAS SONG REHEARSAL

<p>- continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <ul style="list-style-type: none"> - singing - play instruments within the song - Improvisation using voices and instruments - composition - share and perform the learning that has taken place <p>Continuous development of knowledge/skills embedded within increasing depth across the term.</p> <p><u>Vocab:</u> Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Ho Ho Ho by Joanna Mangona</p>	<p><u>Song focus:</u> Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Own choice</p>	<p><u>Song focus:</u> Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Bring him back home by Hugh Masekela</p>	<p><u>Song focus:</u> Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Suspicious minds by Elvis Presley</p>	<p><u>Song focus:</u> Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Sir Duke by Stevie Wonder</p>	<p>Ho Ho Ho by Joanna Mangona</p> <p><u>Listen & Appraise:</u> Fly me to the moon by Frank Sinatra</p> <p>CHRISTMAS SONG REHEARSAL</p>	
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