



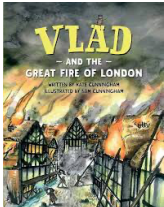
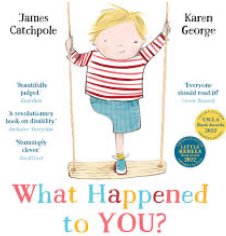








# Year 2




## Medium Term Plan - Autumn Two

Hazelbury Value	Rights Respecting Focus	Oracy Focus	Enrichment and Experiences
			<p>Great Fire of London workshop</p> <p>Toscana Strings Orchestra</p> <p>Y2 Film Premier</p> <p>Edmonton Green Library Visit</p>

	Week One	Week Two	Week Three	Week Four	Week Five	Week Six	Week Seven
English	<b>Katie in London</b> by James Mayhew 		<b>Vlad and the Great Fire of London</b> by Katie Cunningham 		<b>What happened to you?</b> By James Catchpole 		<b>Lily and the Snowman</b> (Visual Text) 
	<b>Outcome:</b> Postcard <b>Key Word:</b> Clambered	<b>Outcome:</b> Alternate Version <b>Key Word:</b> Bounded	<b>Outcome:</b> Narrative Retelling <b>Key Word:</b> Flickered	<b>Outcome:</b> Alternate Ending <b>Key Word:</b> Collapsing	<b>Outcome:</b> Narrative Retelling <b>Key Word:</b> Insulted	<b>Outcome:</b> Speech <b>Key Word:</b> Discrimination	<b>Outcome:</b> Instructions <b>Key Word:</b> heart-warming
Mathematics	To use known number facts to 10 and 20 to help with + and – facts to 100.	To add a 2-digit number and ones	To subtract a 2-digit number and ones	To recall and use multiplication and division facts for 2 times tables.	To recall and use multiplication and division facts for 10 times tables.	To recall and use multiplication and division facts for 5 times tables.	<ul style="list-style-type: none"> <li>To recognise and complete patterns and number sequences.</li> <li>To copy and continue more advanced patterns using real-life materials.</li> </ul>

<p><b>Science</b> <b>Unit: Materials</b></p>  <p><b>Key Words:</b> Hard Soft Absorbent Waterproof Transparent suitability</p>	<p><b>Lesson 1:</b> LO: I can identify and compare the suitability of different materials</p> <p>WS: I can identify a variety of materials by looking at objects closely.</p>	<p><b>Lesson 2:</b> LO: I can identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.</p> <p>WS: I can record my results in a table.</p>	<p><b>Lesson 3:</b> LO: I can find out how the shape of solid objects made from materials can be changed by squashing, bending, twisting and stretching.</p> <p>WS: I can draw a basic conclusion using scientific language and consider if materials are suitable for purpose.</p>	<p><b>Lesson 4:</b> LO: To identify and compare the suitability of a variety of everyday materials including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses.</p> <p>WS: I can carry out a simple comparative test using my own ideas.</p>	<p><b>Lesson 5:</b> LO: I can compare and group together a variety of everyday materials on the basis of their simple properties</p> <p>WS: I can make predictions based on the best materials to block out light and I can report and interpret my findings.</p>	<p><b>Lesson 6:</b> LO: I can compare and group together a variety of everyday materials on the basis of their simple properties</p> <p>WS: I can evaluate my test and suggest improvements.</p>
<p><b>History</b> <b>How has London evolved?</b></p>  <p><b>Key Words:</b> Christopher Wren Landmark Timeline Source Monarch Parliament</p>	<p><b>Lesson 1:</b> What can we learn from sources?</p>	<p><b>Lesson 2:</b> What was London like in the 17<sup>th</sup> century?</p>	<p><b>Lesson 3:</b> How did the Great Fire of London start?</p>	<p><b>Lesson 4:</b> Why did the Great Fire of London spread so quickly?</p>	<p><b>Lesson 5:</b> What was the impact of the fire?</p>	<p><b>Lesson 6:</b> How has the Great Fire of London had an impact on our nation today?</p>
<p><b>DT</b> <b>Unit: Construction</b></p>  <p><b>Key Words:</b> Christopher Wren</p>	<p><b>Lesson 1:</b> What is a landmark?</p>	<p><b>Lesson 2:</b> How can I find inspiration for my own design?</p>	<p><b>Lesson 3:</b> How can I manipulate materials?</p>		<p><b>Lesson 4:</b> How can I design a product with a purpose?</p>	

<p>Landmark Timeline Source Monarch Parliament</p>							
<p><b>PE</b> <b>Gymnastics</b></p>  <p><b>Key Words:</b> Balance Shapes roll speed direction Link</p>	<p><b>Lesson 1:</b> To perform gymnastic shapes and link them together</p>	<p><b>Lesson 2:</b> To perform gymnastics shapes with control and link them together</p>	<p><b>Lesson 3:</b> To use shapes to create balances</p>	<p><b>Lesson 4:</b> To use shapes to create balances</p>	<p><b>Lesson 5:</b> To link travelling actions and balances using apparatus</p>	<p><b>Lesson 6:</b> To develop travelling actions and balances using apparatus</p>	<p><b>Lesson 7:</b> To demonstrate different shapes, take-off and landing when performing jumps</p>
<p><b>Sending and Receiving</b></p>  <p><b>Key Words:</b> Catch Kick Throw Send target</p>	<p><b>Lesson 1:</b> To roll a ball towards a target.</p>	<p><b>Lesson 2:</b> To track and receive a rolling ball</p>	<p><b>Lesson 3:</b> To send and receive a ball with your feet</p>	<p><b>Lesson 4:</b> To develop catching skills</p>	<p><b>Lesson 5:</b> To develop throwing and catching skills</p>	<p><b>Lesson 6:</b> To send and receive a ball using a racket</p>	
<p><b>PSHE</b> <b>Unit: Safety First</b></p>	<p><b>Lesson 1:</b> To know how to stay safe and</p>	<p><b>Lesson 2:</b> To know how to stay safe at home.</p>	<p><b>Lesson 3:</b> To know how to stay safe when I am out and about.</p>	<p><b>Lesson 4:</b> To know how to keep myself safe in different</p>	<p><b>Lesson 5:</b> To know what I can share and what I should keep private to keep myself and others safe.</p>		<p><b>Lesson 6:</b> know who to go to if I need help.</p>

 <p><b>Mindfulness:</b> Candle Breath</p> <p><b>Key Words:</b> Risk Hazard Danger Assess Responsibility</p>	<p>who can help if I feel unsafe.</p>			<p>situations with people I don't know.</p>		
<p><b>Computing</b> <b>Unit:</b> Digital Photography</p>  <p><b>Key Words:</b> Photograph Digital Capture image</p>	<p><b>Lesson 1:</b> To use a digital device to take a photograph</p>	<p><b>Lesson 2:</b> To make choices when taking a photograph</p>	<p><b>Lesson 3:</b> To describe what makes a good photograph</p>	<p><b>Lesson 4:</b> To decide how photographs can be improved</p>	<p><b>Lesson 5:</b> To use tools to change an image.</p>	<p><b>Lesson 6:</b> To recognise that photos can be changed.</p>
<p><b>Music</b> <b>Unit:</b> Great Fire of London</p>  <p><b>Key Words:</b> Tempo Notation dynamics</p>	<p>To explore dynamics through listening and performing.</p>	<p>To explore dynamics through composition and performance.</p>	<p>To perform with a steady pulse with a partner.</p>	<p>To identify beat groupings.</p>	<p>To create and perform rhythms using notation.</p>	<p>To perform a rhythm using notation as part of a whole class ensemble.</p>
<p><b>Religion and Worldview Day</b></p>	<p><b>Light and Dark</b> – Christianity, Judaism, Hinduism,</p>					

