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| <p><b>English</b><br/> <i>The Owl who was Afraid of the Dark</i><br/> <i>Ferdinand Fox and the Hedgehog</i><br/> <i>Say Hi to Hedgehogs</i><br/> <i>Hodge the Hedgehog</i></p> <p>Stories with familiar settings<br/> Animal Adventures (based on Ferdinand the Fox)<br/> Explanations including instructions (How to make hedgehog food, how to make a hedgehog friendly garden, how to make a bird feeder)<br/> Poems with a theme (hedgehog shape poems)</p>  |  <p><b>Year Group 2 - Medium Term planning</b><br/> <b>Autumn Term 2021</b></p>  |                     | <p><b>Maths</b><br/> Number and place value<br/> Problem solving and reasoning and algebra<br/> Mental addition and subtraction<br/> Mental multiplication and division<br/> Geometry properties of shapes<br/> Statistics<br/> Geometry: Position and direction<br/> Measurement - length<br/> Mental multiplication and division</p>   |  |
| <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Use a range of strategies including accurate decoding of text, to read for meaning</li> <li>• Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</li> <li>• Deduce, infer or interpret information, events or ideas from texts</li> <li>• Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level</li> <li>• Explain and comment on writers' uses of language, including grammatical and literary features at word and sentence level</li> <li>• Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader</li> <li>• Relate texts to their social, cultural and historical contexts and literary traditions</li> </ul> <p><b>Phonics and spelling</b></p> <p>Phase 5 phonics and Phase 6 spelling rules, learning common misconception words and year 2 spelling list words from the year 2 curriculum.</p> | <p><b>Key question - topic title</b><br/> <b>Brief outline</b></p> <p><b>'ANIMALS'</b><br/> <b>Where do animals live?</b></p> <p><b>Over the term, our topic of animals will be taught through literacy, science and geography, as we learn about where animals live and their needs with a focus on hedgehogs, foxes and mini beasts.</b></p> <hr/> <p><b>Memorable Moments</b></p> <p>Outdoor Learning - Exploring Habitats<br/> Making bird cakes<br/> Making hedgehog food<br/> Hedgehog visit - Cuan Wildlife Centre (in line with COVID-19 guidelines)<br/> Artist visit - sculpture</p> |                     | <p><b>Science</b><br/> Living things and their habitats (suitable habitats/ simple food chains)</p> <p><i>Key questions</i><br/> <i>How do we know woodlice prefer damp conditions?</i><br/> <i>What do snails like to eat? Where do hedgehogs live? What conditions do hedgehogs live in? What do hedgehogs eat?</i><br/> <i>What does a hedgehog's natural habitat look like?</i></p> <ul style="list-style-type: none"> <li>▪ explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>▪ describe the characteristics of living things</li> <li>▪ know that plants are living things</li> </ul> |  |
| <p><b>Computing</b></p>  | <p><b>PSHE</b></p>   | <p><b>Music</b></p> | <p><b>Useful information</b></p>   | <p><b>Things you can do at home:</b></p> |

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| <p>Pupils can identify the uses and features of information technology beyond school.<br/>Pupils can describe some uses of computers.<br/>Pupils can open files.<br/>Pupils can explain the use of information technology in homes.<br/>Pupils can find examples of information technology and recognise how it can help people.<br/>Pupils can use technology to create music for a purpose.</p> <p>To create a rhythm pattern.<br/>To connect images with sounds.<br/>To use a computer to experiment with pitch and duration.<br/>To use a computer to create a musical pattern using three notes.</p> | <p>Healthy Eating<br/>Rules and Expectations<br/>Responsibility<br/>Sharing<br/>Friendship</p>  | <p>Ukelele<br/>Recorders</p>  | <p>Homework will be set on a Friday and due back on the following Friday.</p> <p>Reading - children should read regularly at home (at least 3 times a week) and record it in their reading diaries.</p> <p>Spellings will be set every week and will need to be completed every night. Children will have a spelling test on a Friday. Spellings will also be posted on the class blog. They could also practise by using the variety of strategies taught in class (colour writing, shape, mnemonics, etc.)</p> <p>P.E - Tuesday and Wednesday<br/>Children need to come to school in their outdoor P.E kits on these days. <b>P.E will be outside</b></p> | <p>Children learn their 2, 5 and 10 times tables.</p> <p>Read a range of genres including fiction and non-fiction texts.</p> <p>Practise adding and subtracting using number bond facts.<br/>(2+8=10 so 10-8=2)</p>   |  |
| <p><b>Physical Education</b></p> <p><b>Fundamental Skills 1 and 2</b><br/><b>Target Games</b><br/><b>Invasion Games Skills 1</b></p>  | <p><b>Art</b></p> <p><b>Drawing skills</b> - Record and explore ideas from first hand observations from the environment.<br/><b>Use a range of tools and surfaces</b>- drawing pencils, rubber, crayons, charcoal and pens. Different papers, cards, tracing paper etc.<br/><b>Lines/marks, /shapes, tone/texture</b>- Use different lines and marks and explore choices and reasons. Invent own shapes. Explore light, dark and shading discussing reasons behind choices.<br/><b>Painting</b>- Identify primary colours by name. Use a variety of painting tools. Link to topics.</p> | <p><b>RE</b></p> <p>RQ1- Who am I?<br/>RQ3-Who is my neighbour?<br/>RQ4- How should I lead my life?</p> <p>Religious festivals:<br/>Harvest<br/>Diwali<br/>Christingle<br/>Advent<br/>Christmas<br/>Hanukah</p> | <p><b>DT</b></p> <p>Design and create hand and finger puppets.</p> <p>Design and create an item for a specific reason e.g. Mini beast hotel/ hedgehog home for Forest School area (linked to Habitat topic in Science).</p>   | <p><b>History</b></p> <p>Changes in the home life- a study within living memory (chronological understanding) (Knowledge and understanding of</p> <p>October: Black history week<br/>November Poppy Day/Remembrance Bonfire night (Knowledge and understanding of events, causation and change)</p> | <p><b>Geography</b></p> <p>Map work of the United Kingdom and Europe, naming countries, including a comparison between Britain and a European Country.</p> |