

	Year 2 Overview of Learning Medium Term Plan - Miss Clarkson			Cycle B			Term: Autumn 2021			Key Theme: Home Sweet Home		
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Y2 ENGLISH / SPAG (Underlined)	<p>The Three Pigs</p> <p>Narrative</p> <p>COLD WRITING TASK - story retell The Three Little Pigs</p> <p>Writing Friends</p> <p>Target Cards</p>	<p>The Three Pigs</p> <p>Narrative</p> <p>Talk for Writing Story performance</p> <p>Establish the main story events and then putting these events into a performance of the story with appropriate actions</p> <p>Focus on including different, appropriate starter words before each event.</p>	<p>The Three Pigs</p> <p>Narrative</p> <p>Story Invention The 4th Pig - New ending</p> <p>Children to plan and then write the story again with their own ending with a 4th Pig</p> <p>Writing Friends</p>	<p>Katie Morag stories</p> <p>Narrative</p> <p>Read through a selection of the Katie Morag stories</p> <p>Complete book review sheet about a story</p> <p>Character Description - Katie Morag</p> <p>Focus on using adjectives to describe</p>	<p>Katie Morag stories</p> <p>Narrative</p> <p>Plan own Katie Morag story - Boxed up plan</p> <p>Start to write the story</p>	<p>Katie Morag stories</p> <p>Narrative</p> <p>Complete own Katie Morag story</p> <p>Edit and improve their story</p> <p>Complete IPEELL Peer review</p>	<p>A squash and a Squeeze</p> <p>Letter Writing</p> <p>Listen to the story and answer written questions about the story</p> <p>Story Map for the story</p> <p>WAGOLL - Finding good word choices in the letter</p>	<p>A squash and a Squeeze</p> <p>Letter Writing</p> <p>Plan a new house for the lady so that all the animals can fit in</p> <p>WARM WRITING TASK - Plan and write a letter to the lady to explain how to build a new house to fit all the animals in</p> <p>Writing Friends</p>	<p>My home</p> <p>Information writing</p> <p>COLD WRITING TASK - Write an information page about their family</p> <p>WAGOLL - Finding good word choices in an information page about a family</p> <p>Planning an information page about their home</p>	<p>My home</p> <p>Information writing</p> <p>Writing an information page about their home - WARM WRITING TASK</p> <p>Writing Friends activity</p>	<p>Home/Family Poems</p> <p>Read and discuss a selection of poems about homes and families</p> <p>Identifying rhyming words</p> <p>Practise remembering the poems and performing them to an audience</p> <p>Answer comprehension questions about the poems</p>	<p>Home/Family Poems</p> <p>Plan and write a poem about their family</p> <p>Memorise and perform their poem to an audience</p>

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SPAG	Phase 5 ai and variations	Phase 5 ee and variations	Phase 5 igh and variations	Phase 5 oa and variations	Phase 5 ue and variations	Phase 5 ou and variations	Phase 5 oy and variations	Phase 5 ur and variations	Phase 5 Revision	Phase 5 Revision	Phase 5 Revision	Phase 5 Revision
hAndwriting	Curly Caterpillar Family	Curly Caterpillar Family	Long Ladder Family	Long Ladder Family	One Armed Robot family	One Armed Robot family	Zig Zag Monster Family	Zig Zag Monster Family	Capitals	Numbers	Revision of tricky letters	Revision of tricky letters
Y2 Spellings	a key words	ai/ay words	air words	b key words	er words	oy words ee words	plurals	c key words	ed endings	ing endings	contractions	Days of the week Months of the Year Numbers as words
English Rationale	<p>This topic starts with a baseline Assessment to assess writing skills on entry to the new year group. The traditional tale provides a familiar text that can be easily shared and discussed and allows the children to focus on their technical writing skills in this task rather than the added layer of creativity and imagination skills which can be assessed later through the story innovation task. The Katie Morag stories link closely to Geography work to provide a contrast in local area to Redcar. The series of books provides familiarities of characters, setting which can be explored in depth and then used to develop narrative skills alongside appropriate higher-order vocabulary. The Squash and the Squeeze text provides a conundrum that develops problem solving skills and motivates writing through giving a direct, clear purpose for a letter writing task. After developing plenty of knowledge about homes throughout the curriculum in this topic the home information page allows the children the opportunity to apply their knowledge that they have acquired within a task with a clear purpose and audience. This is similar to the home and family poems task, which also allows the children to gain an insight into how life is different within various homes and family scenarios. In SPAG we introduce different word types before moving onto sentence types. Starting with these skills provides children with an awareness of their word choices and purposes of sentences which encourages to start thinking more before they write even at the beginning of Y2. In handwriting we have decided to revisit all the letter families as children do not come into Y2 with letters consistently the right shape, height and formation. Children need to be monitored and assessed very carefully in these sessions as we have found numerous bad habits with letter formation that compromise handwriting progress. Once this is established then we can move onto joining letters and children who show that they can manage this skill receive a joining licence to join in all their books. In the past when we have started to join too early writing is illegible and it is very hard to correct. For spellings we begin with revision of the Phase 5 digraphs from Y1 to consolidate learning from last year. We have spread the alphabet words across the year rather than blocking them to ensure application of a range of spelling skills across the year. We also introduce some of the Phase 6 objectives which will be taught and consolidated next term.</p>											
Y2 Maths	Counting in 2s, 3s, 5s and 10s	Place Value Partitioning 2 digit numbers	Ordering and Comparing Numbers	Addition	Subtraction	Addition/ Subtraction word problems Addition and Subtraction as inverse	Multiplication	Multiplication	Division	Division	Fractions	Fractions

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Maths Rationale	<p>We start by developing and assessing an understanding of number through counting skills and place value. Once we have established what children know about number already from Y1 and extended their knowledge to cover 3 digit numbers and hundreds, tens and ones they can then compare and order numbers effectively. Once these skills have been established we can then move onto understanding the different calculations, which starts with using practical resources such as counters, Numicon, number lines/squares to ensure that children can visually see and represent these calculations before completing written calculations without concrete resources. We use the w method for addition, the empty number line method for subtraction, the circles and dots method for multiplication, the triangles and crosses method for division and the pie method for fractions. There are video demonstrations of these methods on our school website in the home learning section. Each written method is built upon the previous use of resources so that children can mentally imagine the use of the resource to help them if needed and this has proved to be useful if children need to re-use the resources to help further develop their understanding of the written method. We only have one written method for each calculation, which makes things less complicated for the children as previously when we have introduced a range of different methods it has proved to be too challenging for the children to grasp the overall concept. These methods can also be built upon to be made more efficient when the children are ready and also when they move into KS2. We also use the inverse operations to help with missing number sentences and to help children tackle larger numbers within the number sentence as a more efficient strategy.</p>											
Science	<u>Assessment Task</u> The wolf is coming so the pigs need to pack up their house. Which objects will they need to pack? What are they made out of? Describing words and explain the term property. Children to record their ideas on a differentiated writing frame.	<u>Enquiry / Investigation</u> Big bad wolf hairdryer investigation How far away does the wolf need to be to blow each house down? Children to predict the distance for each house on a strip of paper, measure the length actually needed and then record their findings	<u>Investigation findings</u> Write a letter to the 3 pigs to tell them what they have found out about the distances that the houses need to be. Which material was the best to choose and why? What other materials can we use instead to build a house?	<u>Sorting out the new house</u> Children to sort household objects into boxes according to the material that they are made of. Establish the correct names for the different materials. Children to choose how to organise the shelves of the cupboards. On a differentiated writing frame.	<u>Properties of materials</u> Read and discuss Woolly Saucepan poem - Michael Rosen Silly materials activity - Children to write about why a material is silly for a variety of different purposes	<u>Enquiry/ Investigation</u> Patch and Bobby's new coats Children to make predictions for each material and record on the differentiated writing frame	<u>Enquiry/ Investigation</u> Patch and Bobby's new coats Children to investigate the best material for the new coats for our class bears. Write a letter to tell the bears which material they should use. Plenary - discuss the material needed for a bag to take the book home in.	<u>Enquiry/ Investigation</u> 3 pigs story ending How could we block the chimney to stop the wolf getting in? Children to complete the squash, bend, twist and stretch sheet.	<u>Enquiry/ Investigation</u> To carry out the investigation with the tube and record their findings. English link - children to write their own story ending based on their findings from this investigation	<u>Enquiry / Investigation</u> A squash and a squeeze How many objects can we fit into a small glass jar? Children to plan this investigation and record ideas on the differentiated writing frame	<u>Enquiry / Investigation</u> A squash and a squeeze How many objects can we fit into a small glass jar? Children to carry out the investigation and record their findings. Plenary - Filling a jar and it looks full but then add sand, water etc as well	<u>Materials booklet</u> Writing a booklet to send to the 3 pigs to give to another family member to help with their new home

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Science Rationale	<p>For this topic we start with investigating basic materials and basic properties before progressing onto a wider range of materials and more complex properties. The Assessment task is linked to our 3 pigs work to give a clear purpose and familiar theme for the children to motivate and develop their thinking skills. This is followed by an investigation also linked to this theme which continues to develop children's thinking skills about materials but also allows them to apply their understanding of the story as well. In this investigation we decided to develop prediction skills as their story knowledge can help to develop their scientific prediction skills and gives the children the opportunity to explain their prediction skills more easily. There is also a link with Maths through developing their measuring skills to consolidate measuring skills from Maths with non standard units and also introduce standard units with a ruler and a metre stick. We then ask the children to write about their understanding of the investigation through their letters, which also provides a baseline for the Y2 English writing task later in the term. Once we have established some names and properties for materials in the story we move onto learning about a wider range of materials. The woolly saucepan poem provides a cross curricular link with our poetry work in English and encourages children to think about why materials don't work for certain tasks. This type of reasoning and explanation aims to give them an even deeper understanding of the properties of different materials and by justifying their thoughts children become more confident with naming materials and the different properties that they have. Now that children have a firm understanding of materials and their properties they are ready to apply these skills in a more complex investigation which again aims to develop their prediction skills. The context of the coat for Bobby and Patch gives a clear, motivating purpose for the children and they can share their findings through writing a letter, which is now a familiar genre for writing. To develop the topic to now cover more complex properties we return to the familiar themes of the 3 pigs story and 'A Squash and a Squeeze' story. The children are made aware that these are more complex properties now that they have an awareness of basic properties. Firstly, children investigate what the different properties are and then apply their skills to investigate 2 key questions - How could we block a chimney? and How many objects can we fit in a jar? We also discuss the concept of full which links to capacity work in Maths for next term - is it really full? Can we fit anything else in such as water, sand which extends children's thinking to include liquids, solids that behave like liquids and gases. We finish the topic with an assessment task, which provides the opportunity to see the levels of understanding about materials and their properties that children have developed.</p>											

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Geography/History	<p>Discuss what a house looks like and what we need in a house Mind Map activity on tables - children write answers to the questions on their sheets. In DT books children to draw their own house to make.</p>	<p>What does your house look like? Children to draw and write about their own house and in groups create 3D models over the next few weeks</p>	<p>Where is your house? Create an envelope for their own houses. Investigate where their house is on Google Earth. Write a message to go in their envelope to a family member.</p>	<p>How do I get to my home? Write some instructions for somebody to get to their house using appropriate vocabulary</p>	<p>Are homes all the same? Have a walk around the local area to investigate different homes. Use vocabulary - terraced, semi detached, bungalow, semi detached introduced through the big book. Create a tally chart to show the different homes that we live in.</p>	<p>Katie Morag - Locate where she lives on a map of UK and also where Redcar is Look through and discuss pictures of what it is like on the Island of Coll Children to record similarities and differences between Redcar and Coll Look at some leaflets about places you can visit. Create a leaflet about the Island of Coll to encourage people to visit there</p>	<p>Have all houses always been the same? Look at and discuss pictures of houses from the past and organise into a timeline</p>	<p>Writing/labelling homes from the past Work in a group each table is given one of the house pictures, they have to write a list of materials that they think the house is made of and what features it has. Children then draw this house in their books and label the house with the groups' ideas.</p>	<p>The Great Fire of London Read the story and find and record facts with a partner</p>	<p>The Great Fire of London Create a timeline of events</p>	<p>The Great Fire of London Read and discuss Samuel Pepy's Diary Children to write a diary of their own previous day</p>	<p>The Great Fire of London Children to write their own diary as though they were at The Great Fire of London</p>
Geography/History rationale	<p>This term we have decided to start with the Geography topic to develop children's knowledge and skills about homes that can be applied in different areas of the curriculum. Once the children have established knowledge of their home and the local area then the topic contrasts this with the home of Katie Morag. For Y2 this topic builds upon previous knowledge acquired in the Ourselves topic about the local area and simple mapping skills. Next, we move into our History topic where, now that an understanding of present homes has been acquired, children can then learn about how homes were different in the past. We then study the event of 'The Great Fire of London' and as part of this the children learn about Samuel Pepys. Now that the children know what Homes were like during this time they can then apply their knowledge of materials from Science to think about how/why the fire will have damaged the homes and why this event was so significant.</p>											

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DT	<p style="text-align: center;">Making a 3D Home - Wed PM sessions</p> <p>DT Rationale - this DT topic allows the children to develop a greater understanding about parts of a home, what homes in our local area look like and helps them to contrast this to homes in the past and in a different locality. This DT task develops fundamental cutting, drawing, template and sticking skills that can be used, developed and applied in further DT tasks across the year.</p>												
Art	<p style="text-align: center;">Sculpture/Drawing - Homes</p> <p>Art Rationale - Children learn how to draw homes and then move onto making 3D homes</p>												
Computing	Learn how to log on to Purple Mash safely and successfully. Draw a picture of a house from The 3 pigs story on 2 paint and write about how it was built	Draw a picture of a house from The 3 pigs story on 2 paint and write about how it was built	Draw a picture of a scene from the 3 pigs story and include a speech/thought bubble to explain what they are saying or thinking during the scene	Draw a picture of a scene from the 3 pigs story and include a speech/thought bubble to explain what they are saying or thinking during the scene	Talk about things in the home that use technology. Draw and label these things on 2 Paint	Talk about things in the home that use technology. Draw and label these things on 2 Paint	Collect house data from the class to answer a specific question e.g. what colour front door do you have? Record findings on a tally chart and then on a graph using 2 Simple	Collect house data from the class to answer a specific question e.g. what colour front door do you have? Record findings on a tally chart and then on a graph using 2 Simple	Collect house data from the class to answer a specific question e.g. what colour front door do you have? Record findings on a tally chart and then on a graph using 2 Simple	Collect house data from the class to answer a specific question e.g. what colour front door do you have? Record findings on a tally chart and then on a graph using 2 Simple	Watch and discuss 'Building a house' story by Byron Barton. Use 2 animate to create an animation of building a house. Include captions where appropriate	Use 2 animate to create an animation of building a house. Include captions where appropriate	
Computing Rationale	<p>We establish rules and expectations for using the IPADs. Children begin the topic with learning/revisiting how to log on successfully as well as a basic introduction to passwords and internet safety. The children use 2 simple to draw a picture of a house and the story to develop their use of the tools on the program. These tasks compliment with the development of children's understanding of homes and the story of the 3 pigs alongside their work in other curriculum areas at the same time. Children then use 2 graph to answer questions linked to our Homes topic to develop understanding as well as continuing to develop their knowledge of statistics. 2 animate is used to assess children's understanding of building a house at the end of the topic.</p>												

	<p><u>Classroom Rules</u> Recap Golden Rules and Consequences. Discuss the first week and how the children have found the rules and which ones they find easy/hard. Share any new rule ideas together - children to write them on a strip of paper before sharing. Introduce worry box.</p>	<p><u>Yasmine and Tom Introduction</u> Introduce the characters Yasmine and Tom and explain that they help us to learn about feelings, keeping safe and our bodies. Explain to the children that they are going to watch a video about what Yasmine and Tom like to do. Ask them to predict what they like to do. Watch the video and discuss their predictions. Were they surprised by anything? Do boys and girls have to like different things? Use whiteboard resource to challenge gender stereotypes.</p>	<p><u>I can say one good thing about me</u> <u>Can use QCT No 1 for Game ideas/discussion points.</u> Ask the children to share one good thing about themselves. Discuss how that thing became a good thing about ourselves using the word because e.g. I am good at listening because I try to follow the good listening rules. Watch the story 'Susan Laughs' on Espresso. Children to write down what they think Susan would say to the question 'Say one good thing about you'. Discuss ideas and draw the conclusion that everyone has lots of good things about themselves and we should be proud and happy about ourselves.</p>	<p><u>I can listen well to good things about myself</u> <u>Can use QCT No 2 for Game ideas/discussion points</u> Think about another child in the room. What good thing would you like to say about them? Use the speech bubble to write down what you would like to say a good thing that you have noticed about them. Read them out and discuss. Revisit and eradicate any further gender stereotypes based on the previous lesson.</p>	<p><u>I can say one thing that I would like to get better at</u> <u>Can use QCT No 4 for Game ideas/discussion points</u> Discuss what we can do if we can't do something and would like to do it. Write down I would like to get better at... Share ideas. Could we help each other/ask for help? Share what we would like to be good at. Children to write down some advice for somebody else on a post it note if they are good at that thing already. Share post it notes. Watch the story 'Share' on Espresso. Stop after her Mum asks her to share. Can we set a target for the little girl... She needs to get better at...' discuss ideas and how she could get better at this. Talk about how sometimes targets can not always be easy and we need to</p>	<p><u>I can set a simple target for myself</u> <u>Can use QCT No 7 for Game ideas/discussion points</u> Discuss things that we said we would like to get better at last week. Has anybody followed the advice from somebody else? Did it work? Can we set ourselves a new target for school? Share ideas. Complete target cards to use in school from https://www.twinkl.co.uk/resource/roi-t-2548228-my-goals-activity-cut-outs-english</p>	<p><u>I know that it is ok to make mistakes and that I can learn from them</u> <u>Can use QCT No 6 for Game ideas/discussion points</u> Watch the story of the little red hen on Espresso. What mistake do the animals make? What do they learn from their mistake? Have you ever made a mistake? Children to write down some of their mistakes. What did you learn from the mistake? Discuss experiences and emphasise that mistakes are ok and that we can always learn from them. Talk about how to put mistakes right and share examples that have happened at school.</p>	<p><u>I try to keep going even when things are difficult.</u> <u>Can use QCT No 8 for Game ideas/discussion points</u> Introduce the word determination and discuss the meaning of this word. Watch the video - https://www.youtube.com/watch?v=hst_p4FzwMU&ab_channel=Hoo%21kai Talk about determination in this video and link back to our own targets - sometimes things take a long time to achieve but if we keep trying and believing we can get there. Have we got a target that we have now managed to achieve - review target cards that we set a few weeks ago. Introduce the words self-belief and discuss the meaning of these words.</p>	<p><u>I can say how I feel</u> <u>Can use QCT No 3 for Game ideas/discussion points</u> Watch feelings videos on Espresso. Talk about feelings words from the video. Watch again and children to record some of the feelings words they heard. Establish some definitions for these words and sort into good and bad feelings.</p>	<p><u>Feelings - Weeks 10-13</u> Use the feelings books to share and discuss a feeling each week - sad, jealous, happy, angry. Complete feelings sheet each week - recording what the feeling is, draw a picture of something that makes me feel this. Is it a good or a bad feeling and if it's a bad feeling, how can I stop it. Use feelings matching game on Espresso. Share and discuss the story Angry Arthur (during 'Angry' week).</p>	<p><u>I recognise how what I do affects how others feel</u> Watch the story Halibut Jackson on Espresso. Talk about why he managed to stop feeling shy. Follow this into a discussion about how what we do can affect how others feel. Use the starter I made somebody feel _____ when _____ to encourage children to share when they have made or changed feelings experiences by others. This can be recorded or shared verbally. Identify bad feelings as those we could help others with. Discuss loneliness. How could</p>	<p><u>Conker the Chameleon</u> Read and discuss the story Complete the activity on the back page and share under the visualiser.</p>
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					persevere and try our best. Revisit eradicating Gender stereotypes from the previous lessons when discussing what boys/girls are good at and/or would like to be good at.						we improve this feeling at playtime. Introduce the concept of a loneliness bench and implement this for Y2.	
Music	Charanga Music Units - Hey You! and Rhythm in the Way we walk and Banana Rap.											
Music Rationale	These first units investigate the key fundamental music skills of pulse, rhythm and Pitch alongside listening and appraising Music. Children use voices and body percussion and will then hopefully progress onto using glockenspiels. We use the remaining Music lessons to learn our songs for the Christmas Play.											
PE	<p>FUNDAMENTAL Movement activities Whistle game, Traffic game, Animal game, Lifeboat/Quarterdeck, Stuck in the Mud, Arches, Spot game, Hoop game, Fireworks game, Treasure chest game NB - LM/CR Also complete part of the Gymnastics Unit of work during PPA cover.</p> <p>Rationale - We start the year in PE by covering the key movement skills, which are needed for all areas of the PE curriculum - e.g. start, stop, run, jump, hop, skip, gallop, following instructions and teamwork are taught through a series of games and activities and sometimes use basic equipment such as spots, hoops and beanbags.</p>											