	Medium Term Plan -										
Term Autumn 1 Year 2											
										Fire, Fire!	
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
Hook	Making bread and burning our city!										
Date	4.9.23	11.9.23	18.9.23	25.9.23	2.10.23	9.10.23	16.10.23				
	4-day week										
National Curric	ulum Coverage										
Science	Uses of every day materials										
	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular										
	uses.										
	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. – covered this year in										
	Autumn										
History	Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London]										
	The lives of significant individuals in the past who have contributed to national and international achievements (Christopher Wren – rebuilding London)										
Geography	Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct										
	basic symbols in a key.										
DT	Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]										
	Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics  Build structures, exploring how they can be made stronger, stiffer and more stable										
Learning	Introduction to	To sequence the	To understand why	To recognise what a	To understand	To understand that	Houses /end				
Theme	topic (making	events correctly	the fire spread so	diary is and its	about the part	London was rebuilt	product				
History	bread hook in	To understand the	far for so long	historical	played by artists in	after the fire.	DT linked to Science				
Science	English) but most	properties of wood	To understand what	importance	recording the	To understand that	Using materials				
Geography	of week used for	and what it is used	makes cities safer	To understand what	events of the Great	different building	learnt about this				
DT	settling in activities	for	from great fires	an eyewitness is	Fire	materials were used	term make houses				
	and getting to	Draw a map that	today	and the part played	To understand why	To understand the	and then set them				
	know each other.	shows how the	To understand the	by Samuel Pepys in	the fire broke out	role that	alight.				
		great fire spread	properties of metal	recording the	To understand	Christopher Wren	Learn and apply				
		through London	and what it is used	events of the Great	about the main	played	different joining				
			for	Fire	events of the fire	To understand the	techniques.				
			Identify key	To understand the	To understand	properties of rock /	Join given materials				
			landmarks on an	properties of glass	about the results of	brick and what it is	to build a house				
			aerial map of	and what it is used	the Fire	used for	structure.				
			London in the past.	for	To understand the		Test the strength of				
				Identify key	properties of plastic		their house				
				landmarks on an			structure.				

				aerial map of London now.	and what it is used for				
Text Focus	Vlad and the Fire Fiction – Samuel Pepys Diary non-fiction								
Writing outcome	[Making Bread Hook] Instructions Write effectively and	Baking / Cooking / Food / Fire Poetry coherently for differe	Fire Safety Poster  nt purposes, drawing o	Diary Writing on their reading to info	Diary Writing	Newspaper Report grammar of their writi	Newspaper Report		
Writing skills	Use commas to separate items in a list.	To know the difference between a noun and a verb  Read aloud what they have written. Using peer-to-peer support to identify errors.	Use full stops, question marks and exclamation marks to demarcate sentences.	To know the simple past tense –ed.  To correctly choose and use the past and present tense throughout writing.	Use time connectives to sequence events.  Use talk for writing to plan out what is to be written.  Read aloud what they have written. Using peer-to-peer support to identify errors.	Sequence ideas using pictures.  Use coordination (or, and, but) in their writing.  Use time connectives to sequence events.	Use talk for writing to plan out what is to be written.  Include enough detail to interest the reader (may assume reader knowledge)  Read aloud what they have written. Using peer-to-peer support to identify errors.		
Phonics	Chapter 4b - Set 2 c'/s/ g'/j/ i'/igh/	u' /ue/ e' /ee/ Chapter 4b - Set 3 ea' e/e oe' /oa/ or' /ur/	ey' /ai Chapter 4b - Set 4 ue' /oo/ o' /oa o' /oo ch' /k/	ch' /sh/ Chapter 4b - Set 5 a' /ai/ a' /o/ y' /igh/ y' /ee	y' /i/ Chapter 4b Set 6 ou' /oo/ ou/u/ ou' /oa/ ear/ur/	ear/air Chapter 4b - Set 7 /zh/ as: si' ge' s' g'	j' z' ti' Recap sessions		

Reading	Re-read books to build up fluency and confidence. Sequence linked events in a text	Sustain my interest in stories that are in unfamiliar or unknown contexts.	Make plausible Prediction of what will happen using details stated from the text Draw inferences on characters' feelings, from their actions	Use different words for said to support my understanding of character. Pick out word choice and writer use of language to paint a picture	Understand the meaning of words and phrases in a text using context and inference. Understand what words mean and can match to other words and phrases.	Make links between paragraphs and chapters. Answer questions and make some inferences from the text and illustrations.	Sustain my interest in stories that are in unfamiliar or unknown contexts.  Answer questions and make some inferences from the text and illustrations.
Maths	Place Value -Numbers to 20 -Count objects to 100 by making 10s -Recognise tens and ones	-Use a place value chart -Partition numbers to 100 -Write numbers to one hundred in words -Flexibly partition numbers to 100 in words	-Write numbers to 100 in expanded form -10s on the number line to 100 -10s and 1s on a number line -Compare objects	-Compare numbers -Order objects and numbers -Count in 2s, 5s and 10s - Count in 3s	Addition and Subtraction -Bonds to 10 - Face families (addition and subtraction bonds within 20) -Related facts -Bonds to 100 (10s)	-Add and subtract 1s -Add by making 10 -Add three 1-digit numbers -Add to the next 10	-Add across a 10 -Subtract across a 10 -Subtract from a 10 -Consolidate addition and subtraction
RE	What are God's rules for living What are the 10 commandments?	What are God's rules for living What can the 10 commandments teach us?	What are God's rules for living The 10 commandments recap	Why are they having a Jewish party? Introduction	Why are they having a Jewish party? What is Rosh Hashanah?	Why are they having a Jewish party? Why is Rosh Hashanah important to a Jewish person?	Why Are They Having Another Jewish Party? (Sukkot) Introduction
Jigsaw	Being me in my world Hopes and Fears for the Year	Being me in my world Rights and Responsibilities	Being me in my world Rewards and consequences	Being me in my world Rewards and consequences	Being me in my world Our Learning Charter	Being me in my world Owning our Learning Charter	Being me in my world Reflecting on Year 2 so far
Computing	Using my Chromebook Touch-typing			Using my Chromebook Logging in	Using my Chromebook Using the Google Classroom		Using my Chromebook Adding information to a Google Doc
Music		Recorders with Mrs Ballard	Recorders with Mrs Ballard			Recorders with Mrs Ballard	
PE: Real PE	Personal Cog	Personal Cog	Personal Cog	Personal Cog	Personal Cog	Personal Cog	Personal Cog

|          | Cooperating and   |
|----------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
|          | competing with my |
|          | peers             |
| Coaching | Gymnastics        |
|          | with Ella         |