## Medium Term Plan – Year 2 – Term Autumn 2 – **Survival**

Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
Hooks	Use the school pond	Use the school pond to search for wildlife & create a paper-mache habitat.							
Date	30.10.23	6.11.23	13.11.23	20.11.23 Nativity rehearsals	27.11.23 Assessment week Nativity rehearsals	4.12.23 Nativity rehearsals	11.12.23 4 Day Week		
<b>National Curric</b>	ulum Coverage]								
Science	Explore and compar Identify that most live of animals and plant Identify and name a	Living things and their habitats  Explore and compare the differences between things that are living, dead, and things that have never been alive.  Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Identify and name a variety of plants and animals in their habitats, including microhabitats  Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.							
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 Theme Science DT	Introduction to topic and visit to pond. Collate a word bank for key vocabulary (Learning Theme + English) and create photo collage of pond experience.	Compare the differences between things that are living, dead and have never been alive. Reflect on the WAGOLL habitat and offer feedback	Continue to classify objects as those that are living, dead and have never been alive. Map a habitat and identify what is in it.  Begin to prepare for creating a habitat,	Identify and name a variety of plants and animals in their habitats, including microhabitats by identifying minibeasts in microhabitats.  Decide which	Discover that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and	Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of	Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different.  Appraise our own		
		about the build quality and the effectiveness of the design.	considering which materials could be used to create different textures.	habitat to create, design and create a materials list. [Post material list on GC]	plants, by researching habitats and the animals that live in them. Topic day to create habitat!	animals and plants. Also consider how some animals have particular adaptations to suit their habitat.	and a peers' habitats.		
Text Focus	Bug Belly: Babysittin	quality and the effectiveness of the design.	materials could be used to create	design and create a materials list. [Post	researching habitats and the animals that live in them.  Topic day to create	plants. Also consider how some animals have particular adaptations to suit	-		
Text Focus Writing outcom		quality and the effectiveness of the design.	materials could be used to create	design and create a materials list. [Post material list on GC]	researching habitats and the animals that live in them.  Topic day to create habitat!	plants. Also consider how some animals have particular adaptations to suit	habitats.		

Writing skills	Expanded noun phrases.	Form nouns by adding suffixes such as –ness, -er and by compounding. Rules for pluralisation –s,- es, -ies, -ves.	Use any conjunctions to extend writing. Form adjectives by using suffixes –ful and –less.	Some varied vocabulary to create detail. Stories are sequential in structure.	Use appropriate features of different genre (i.e lists, letters, captions, labels – non-fiction)	Use capital letters for names, places, days of the week and personal pronouns.	Writing organisation relates to the purpose.	
Phonics	Chapter 4c – Consonants  Learn about the use of each consonant in common words. (E.g. The Letter P: recap the story Pat and Pepper. Explore which words have a double pp in the middle. Revisit the concept that when p and h are together they make an f sound)							
Reading  Handwriting	Bug Belly (week 1- 3) + Bad Panda (Week 4-6) + Gorilla (Week 7)  Develop a love for reading through enjoying the two books over the course of weeks 1-6. Work together to develop the ways that we construct mental models of what we read/hear. Use Gorilla in Week 7 to explore how images can enhance or change our own mental pictures.  Spend sustained periods listening to the story being read aloud.  Use extracts from the text to practise mirror reading, developing expression and confidence with pre-modelled and pre-rehearsed sentences.							
папожнинд	Phonics Shed Hand Whole-class handw	writing scheme riting exercises which c	omplement the graphe	emes learnt in Chapter	4c			
Maths	Addition and Subtraction -Add across a 10 -Subtract across a 10 -Subtract from a 10 -Subtract a 1-digit number from a 2-digit number (across a 10)	-10 more, 10 less -Add and subtract 10s -Add two 2-digit numbers (not across a 10) -Add two 2-digit numbers (across a 10)	-Subtract two 2-digit numbers (not across a 10) -Subtract two 2-digit numbers (across a 10) -Mixed addition and subtraction -Compare number sentences	-Missing number problems -End of unit assessment <b>Shape</b> -Pre-unit assessment	-Recognise 2-D and 3-D shapes -Count sides on 2-D shapes	-Count vertices on 2-D shape -Draw 2-D shapes -Lines of symmetry on shapes	-Use lines of symmetry to complete shapes -Christmas shapes!	
RE	What do Christians believe God is like? Identify what a parable is.	What do Christians believe God is like? To be able to retell the story of the Lost Son.	What do Christians believe God is like? To be able to explain the meaning of a parable.	What do Christians believe God is like? Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.	What do Christians believe God is like? Give clear, simple accounts of what the text means	What do Christians believe God is like? Identify what a parable is.	What do Christians believe God is like? Respond to the unit with a piece of art to add to the display board / Think Space.	

Jigsaw	Celebrating Difference Boys & Girls	Celebrating Difference Boys & Girls	Celebrating Difference Why does bullying happen?	Celebrating Difference Standing up for myself and others	Celebrating Difference Gender diversity	Celebrating Difference Celebrating difference and still being friends	Celebrating Difference at Christmas What are different communities doing in September?
Computing	Programming Use directional language to programme Bee Bot as a class	Programming Program Bee Bot to move in a square (in pairs)	Programming Find the most direct route for a Bee bot and programme it accordingly	Programming Identify 'bugs' in the programme for a Bee Bot	Coding Copy the code on Scratch to enable to Sprite to move in a square	Coding Independently code the sprite to draw initials	Coding Independently code the sprite to draw initials
Music	Songs for nativity with Mrs Clauson	Songs for nativity with Mrs Clauson	Songs for nativity with Mrs Clauson	Songs for nativity with Mrs Clauson	Songs for nativity with Mrs Clauson	Songs for nativity with Mrs Clauson	Christmas Classics! with Mrs Clauson
PE: Real PE	Social Cog 1 Dynamic balance/agility: Jumping & Landing	Social Cog 2 Dynamic balance/agility: Jumping & Landing	Social Cog 3  Dynamic  balance/agility:  Jumping & Landing	Social Cog 4 Static balance: seated	Social Cog 5 Static balance: seated	Social Cog 6 Static balance: seated	Christmas boogie!
PE: Dance (some sessions will be used for Nativity rehearsals)	Dig the Garden Develop balance and co-ordination. Perform dances using simple movement patterns with a partner in the context of plants and growing.	Get Growing Develop balance and co-ordination. Perform dances using simple movements patterns to represent the growth of a plant.	Seeds Develop balance and co-ordination. Perform dances using simple movements patterns as part of a group.	Our Own Dance Develop balance and co-ordination. Perform dances using simple movements patterns created with a partner in the context of plants growing in the garden.	The Beanstalk Develop balance and co-ordination. Perform dances using simple movements patterns to represent the parts of a traditional story.	At the top of the Beanstalk Develop balance and co-ordination. Perform dances using simple movements patterns to represent the parts of a traditional story.	(no lesson on Thursday PM as finish early for end of term)

## Link to purchase class texts:

https://www.amazon.co.uk/Bug-Belly-Babysitting-Paul-Morton/dp/1912923041/ref=d\_pd\_sim\_sccl\_3\_5/259-6596125-3713118?pd\_rd\_w=MWy4m&content-id=amzn1.sym.8458106d-76d2-4d9c-ac65-d7c52ca475b7&pf\_rd\_p=8458106d-76d2-4d9c-ac65-d7c52ca475b7&pf\_rd\_r=BNSF44SVBJTPY9VPBVHM&pd\_rd\_wg=w4ev8&pd\_rd\_r=42d1d218-ea6e-414f-a1b8-d9a23024be8a&pd\_rd\_i=1912923041&psc=1