



ST CHARLES' CATHOLIC PRIMARY
SCHOOL



YEAR TWO MEDIUM TERM PLANNING

AUTUMN

<p>RE</p>	<p>Domestic Church – Family – Beginnings Who made the world and everything in it? Prior learning: God’s love and care for every family. Jesus was born and lived in a human family. This Topic: learning outcomes: Know and understand: The many beginnings each day offers – Explore God is present in every beginning – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary beginning, new start, family, friend, creation, psalm, litany</p>	<p>Baptism/Confirmation – Belonging – Signs and Symbols Are signs and symbols important? Prior learning: that Baptism is an invitation to belong to God’s family This Topic: learning outcomes: Know and understand: Experience of signs and symbols – Explore Signs and symbols used in Baptism – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary garment, Easter candle, font, chrism, Good News sign, symbols</p>	<p>Advent/Christmas – Loving – Preparations Do we need to prepare? Prior learning: that Advent is a time of waiting to celebrate Jesus’ coming at Christmas This Topic: learning outcomes: Know and understand: Preparing for special times – Explore Advent four weeks of preparation for the celebration of Jesus at Christmas – Reveal Acquire the skills of assimilation, celebration and application of the above – Respond Vocabulary preparing, Advent, Christmas, Nativity, waiting, Annunciation, Visitation</p>
<p>PSHE/RSHE</p>	<p>Families and friendships: To identify ‘special people’ (their parents, carers, friends, parish priest) and what makes them special. The importance of nuclear and wider family The importance of being close to and trusting special people and telling them if something is troubling them. How their behaviour affects other people, and that there is appropriate and inappropriate behaviour The characteristics of positive and negative relationships Different types of teasing and that all bullying is wrong and unacceptable.</p>	<p>Safe relationships: To understand safe and unsafe situations, including online. The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them How to resist pressure when feeling unsafe. To know that they are entitled to bodily privacy; That there are different people we can trust for help, especially those closest to us who care for us, including our parents or carers, teachers and our parish priest. To describe ways of being safe in communities.</p>	<p>Respecting ourselves and others: To understand what diversity means and know how my school is diverse. I know that everyone in my class is different and I can work with anyone, and I like working with different people. That it is natural for us to relate to and trust one another. That we all have different ‘tastes’, but also similar needs (to be loved and respected, to be safe etc) A language to describe our feelings.</p>

	<p>To recognise when they have been unkind and say sorry</p> <p>To recognise when people are being unkind to them and others and how to respond</p> <p>To know that when we are unkind to others, we hurt God also and should say sorry to him as well</p> <p>To know that we should forgive like Jesus forgives.</p>		
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ENGLISH	<p style="text-align: center;">Look Up!</p> <p style="text-align: center;">Recount: Diary</p> <p style="text-align: center;">Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Build vocabulary <ul style="list-style-type: none"> • Give well-structured descriptions, explanations and narratives <ul style="list-style-type: none"> • Participate in discussions, presentations, performances, role-play, improvisations and debates <p style="text-align: center;">Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done <ul style="list-style-type: none"> • Answer and ask questions • Predict what might happen on the basis of what has been read so far <ul style="list-style-type: none"> • Participate in discussions about books, poems and other works • Explain and discuss their understanding of books, poems and other material <p style="text-align: center;">Writing composition:</p> <ul style="list-style-type: none"> • Write narratives about personal experiences and those of others (real and fictional) <ul style="list-style-type: none"> • Write down ideas, key words, new vocabulary • Encapsulate what is to be written, sentence by sentence • Make simple additions, revisions and corrections (greater depth only) <ul style="list-style-type: none"> • Evaluate writing with the teacher and other pupils <ul style="list-style-type: none"> • Re-read to check that writing makes sense and that verbs to indicate time are used correctly and consistently <ul style="list-style-type: none"> • Proofread to check for errors in spelling, grammar and punctuation <ul style="list-style-type: none"> • Plan or say out loud what is going to be written about 	<p style="text-align: center;">The Owl Who was Afraid of the Dark</p> <p style="text-align: center;">Non-Chronological Report</p> <p style="text-align: center;">Spoken language:</p> <ul style="list-style-type: none"> • Listen and respond • Ask relevant questions • Build vocabulary <ul style="list-style-type: none"> • Maintain attention and participate actively in collaborative conversations <p style="text-align: center;">Reading comprehension:</p> <ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related <ul style="list-style-type: none"> • Read non-fiction books that are structured in different ways • Draw on what is already known or on background information and vocabulary provided by the teacher <ul style="list-style-type: none"> • Make inferences on the basis of what is being said and done <ul style="list-style-type: none"> • Answer and ask questions • Participate in discussion about books, poems and other works • Explain and discuss their understanding of books, poems and other material <p style="text-align: center;">Writing composition:</p> <ul style="list-style-type: none"> • Write for different purposes • Make simple additions, revisions and corrections (greater depth only) <ul style="list-style-type: none"> • Evaluate writing with the teacher and other pupils • Proof-read to check for errors in spelling, grammar and punctuation <ul style="list-style-type: none"> • Read aloud with intonation
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PHONICS	<p style="text-align: center;"><u>Read Write Inc Phonics</u></p> <p>Each half term children in Year 2 are assessed using the Read Write Inc (RWI) Assessment document. Once assessed, children are placed into homogenous groups based on their current phonetic level. Each day, pupils will have the opportunity to take part in a 10-minute Speed Sounds Lessons which exposes them to a new sound. In each Speed Sounds Lesson, pupils will learn a new sound, using “Special Friends, Fred Talk, Read the Word” to</p>
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	<p>read 6-8 green words containing their new sound as well as 2-3 nonsense words. Within each Speed Sounds Lesson pupils also review previously taught sounds and read green words containing these previously taught sounds. They will also use 'Fred Fingers' to spell words containing newly taught sounds. After each Speed Sounds Lessons, pupils will also apply their phonetic knowledge when reading phonetically decodable books. RWI Books range from Red Ditties to Grey Storybooks. All these books have been created to provide children with the opportunity to apply their phonetic knowledge. Throughout the week, pupils will read green words and red words from their current book, read the books with a partner and listen to an adult reading their new book. They will also take part in a variety of comprehension and writing activities which are appropriate to the text they are accessing. Linked Storybooks and Book Bag books are also sent home each week.</p> <p>Once children have completed RWI they access RWI Spellings and RWI Comprehension</p>		
READING SPINE	The Minpins by Roald Dahl		The Christmasaurus by Tom Fletcher
MATHS	<p>Number and Place Value</p> <p>Find and show numbers using different equipment such as number lines and number squares.</p> <p>Read and write numbers to 100 in digits and words (spelt correctly)</p> <p>Say 10 more/less than any number up to 100. Find the place value of each digit of a number with tens and units.</p> <p>Use place value and number facts to answer questions.</p> <p>Compare amounts using these signs < > =</p> <p>Compare and order numbers from 0 to 100 using < > =</p> <p>Derive and use related facts to 100 e.g 90+10 70+30 100-20=80 100-40=60 45+55 35+65 100-55=45 100- 75=25</p>	<p>Addition and Subtraction</p> <p>Recall and use addition and subtraction facts to 20</p> <p>Add and subtract a 2 digit number and tens mentally and when using objects, number lines and pictures</p> <p>Add and subtract two 2 digit numbers mentally and when using objects, number lines and pictures</p> <p>Add and subtract three 1 digit numbers mentally and when using objects, number lines and pictures</p> <p>Show that adding 2 numbers can be done in any order but subtraction can not</p> <p>Show that subtraction is the opposite of addition and use this to check my work.</p> <p>Solve problems with addition and subtraction including those involving numbers,</p>	<p>Properties of Shape</p> <p>Notice and explain the properties of 2D shapes e.g the number of sides and lines of symmetry (Y1 shapes plus octagon and quadrilaterals both regular and irregular)</p> <p>Recognise right angles</p> <p>Draw and/or construct 2D and 3D shapes</p> <p>Compare and sort common 2D and 3D shapes and everyday objects (1 criteria for 1 or 2, more than 1 criteria for 3)</p> <p>Notice and explain the properties of 3-D shapes e.g. the number of edges, vertices and faces (Y1 plus cones, prism, pyramid),</p> <p>Spot 2-D shapes on the surface of 3-D shapes such as a circle on a cylinder and a triangle on a pyramid</p>
SCIENCE	<p>Use of Everyday Vocabulary</p> <p>Children will learn that objects are made of one or more materials that are chosen specifically because they have suitable properties for the task. For example, a water bottle is made of plastic because it is transparent allowing you to see the drink inside and waterproof so that it holds the water. When choosing what to make an</p> <p>object from, the properties needed are compared with the properties of the possible materials, identified through simple tests and classifying activities. Pupils will understand materials can be suitable for different purposes and an object can be made of different materials. Experiments will take place to understand that objects made of some materials can be changed in shape by bending, stretching, squashing and twisting. For example, clay can be shaped by squashing, stretching, rolling, pressing etc. This can be a property of the material or depend on how the material has been processed e.g. thickness. identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p>		

	<p>Vocabulary</p> <p>Names of materials – wood, metal, plastic, glass, brick, rock, paper, cardboard</p> <p>Properties of materials – as for Year 1 plus opaque, transparent and translucent, reflective, non-reflective, flexible, rigid</p> <p>Shape, push/pushing, pull/pulling, twist/twisting, squash/squashing, bend/bending, stretch/stretching</p>	
COMPUTING	<p>What is a Computer?</p> <p>Children can explain why they use technology in the classroom, in their homes and in the community. They can identify the benefits of using technology, such as creating content and communicating efficiently. They can identify a computer by knowing that it has inputs, a processor and outputs and can identify parts of a computer including what an input and output is.</p> <p>Vocabulary</p> <p>Computer, Input, Output, Invention,</p>	<p>Unplugged Algorithms</p> <p>Use logical reasoning to predict and debug more complex programs. Can create and debug with improved confidence and efficiency. Begin to program using simple block code. Programme a robot or software to do a particular task. Be able to explain the order needed to do things to make something happen and to talk about it as an algorithm. Understand what an algorithm is and demonstrate simple linear algorithms.</p> <p>Vocabulary</p> <p>Sequence, Code, Blocks, Sprites, Repeat, Bug, Debugging</p>
HISTORY	<p>Local Area-Fieldwork</p> <p>During this half term, pupils will be able to talk about their local area and name and locate key landmarks. Pupils will use simple maps to complete fieldwork in the local, where they will be able to make observations about, and describe, the local area and its physical and human geography.</p> <p>Use simple compass directions (North, South, East, West)</p> <p>One returning to school, they will use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features and draw or make a map of real places (e.g. add detail to a sketch map from aerial photograph)</p> <p>Vocabulary</p> <p>Environment, city, route, birds eye view/ aerial view, North, South, East, West, grid reference</p>	
GEOGRAHY	<p>Oceans and Continents</p> <p>Pupils will locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. They will also look at world atlases and name and locate the seven continents and five oceans as well as describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p> <p>Vocabulary</p> <p>England, Ireland, Scotland, Wales, UK, country, capital city</p> <p>Introduce: continent, ocean , equator, climate, North Pole, South Pole</p>	
ART	<p>Drawing -Tell a story</p>	

	<p>Using storybook illustration as a stimulus, children develop their mark making skills to explore a wider range of tools and experiment with creating patterned surfaces to add texture and detail to drawings</p> <p style="text-align: center;">Vocabulary</p> <p>Charcoal, Mark-making, Lines, Thick, Thin, Texture, Stippling, Hatching, Cross hatching, Scribbling, Blending, Sketch, Illustrator, Illustrations, Expression, Emoji, Emotion, Storyboard, Frame, Re-tell, Concertina</p>	
DESIGN & TECHNOLOGY	<p style="text-align: center;">Food</p> <p>Pupils will find out about and describe the basic needs of humans for survival (water, food and air), describe the importance for humans of eating the right amounts of different types of food, and hygiene. They will observe and describe how seeds and bulbs grow into mature plants, identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p style="text-align: center;">Vocabulary</p> <p>bones / bread / change / chopping board / cook / dehydrate / digest / energy / fork fruit / frying pan / grow / heat / hot / hygiene / ingredients / knife / oven / rainbow / saucepan / spoon / strong / temperature / utensils / vegetables / whisk</p>	
MUSIC	<p style="text-align: center;">Orchestral Sounds</p> <p>Pupils will listen to music and make plausible descriptions and identify a few instruments and the sounds of different sections of the orchestra. They will also explain what is happening in the music using language relating to emotion.</p> <p>In small groups, children will create a piece of music with some appropriate tempo, dynamic and timbre changes and suggest appropriate musical timbres for each of the characters and tempo changes for the actions.</p> <p>At the end of the term, pupils will perform confidently using appropriate instrumental sounds.</p>	<p style="text-align: center;">Musical Me</p> <p>Learning to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody</p>
PHYSICAL EDUCATION	<p style="text-align: center;">Gymnastics</p> <p>In this unit, pupils will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p>	<p style="text-align: center;">Dance</p> <p>Pupils will explore space and how their body can move to express and idea, mood, character or feeling. They will expand their knowledge of travelling actions and use them in relation to a stimulus. They will build on their understanding of dynamics and expression. They will use counts of 8 consistently to keep in time with the music and a partner. Pupils will also explore pathways, levels, shapes, directions, speeds and timing. They will be given the opportunity to work independently and with others to perform and provide feedback beginning to use key terminology.</p>