| Elveden C of E Primary Academy -Medium Term Plan | | | | | | | | |
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| Year 2 Transition year - KS1 Cycle A - Autumn 1 | | | | | | | | |
| “Once Upon a Playground” | | | | | | | | |
| W/C | 1st Sept  (3 days) | 8th Sept 25 | 15th Sept 25 | 22nd Sept | 29th Sept | 6th Oct 25 | 13th Oct | 20th Oct  (4 days) |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 |
| Enrichment | Opal afternoon Fri pm |  | 17th Forest school & Artist day | Languages day Fri |  |  | School Trip:  Ancient House Victorian toys - 17th |  |
| **VIPERS** |  |  |  |  |  |  |  | **PD DAY** |
| **English Writing**  **DC/CQ** | Post card writing to OPAL pen pals | **Drawing Club**  Dogger | **Y1 Curious Quests**  Context Week  Introducing CQ characters and the Quest. | **Fiction:**  **Character descriptions**  Inside the Villains | | **Non-fiction:**  **Letters**  Paddington’s Post | | **Poetry:**  **Developing vocabulary**  The Owl and the Pussy Cat |
| **Maths Yr. 2**  (White Rose Maths Scheme) | Place Value  **Step 1:**  Numbers to 20  **Step 2:**  Count objects to 100 by making 10s | Place Value  **Step 3:**  Recognise tens and ones  **Step 4:**  Use a place value chart  **Step 5:**  Partition numbers to 100  **Step 6:**  Write numbers to 100 in words  **Step 7:**  Flexibly partition numbers to 100 | Place Value  **Step 8:**  Write numbers to 100 in expanded form  **Step 9:**  10s on the number line to 100  **Step 10:**  Tens and ones on the number line to 100  **Step 11:**  Estimate numbers on a number line  **Step 12:**  Compare objects | Place Value  **Step 13:**  Compare numbers  **Step 14:**  Order objects and numbers  **Step 15:**  Count in 2s, 5s and 10s  **Step 16:**  Count in 3s  **End of unit assessment** | Addition and Subtraction  **Step 1:**  Bonds to 10  **Step 2:**  Fact families - addition and subtraction bonds within 20  **Step 3:**  Related facts  **Step 4:**  Bonds to 100 (tens)  **Step 5:**  Add and subtract 1s | Addition and Subtraction  **Step 6:**  Add by making 10  **Step 7:**  Add three 1-digit numbers  **Step 8:**  Add to the next 10.  **Step 9:**  Add across a 10. | Addition and Subtraction  **Step 10:**  Subtract across a 10.  **Step 11:**  Subtract from a 10  **Step 12:**  Subtract a 1-digit number from a 2-digit number (across a 10)  **Step 13:**  10 more, 10 less  **Step 14:**  Add and subtract 10s | Addition and Subtraction  **Step 15:**  Add two 2-digit numbers (not across a 10)  **Step 16:**  Add two 2-digit numbers (across a 10).  **2 spare lessons if any steps need extra consolidation or are missed** |
| **NCETM Maths** |  | Year 2 - Week 1 | Yr 2 - Week 2 | Yr 2 - Week 3 | Yr 2 - Week 4 | Yr 2 - Week 5 | Yr2 - Week 6 | Yr 2 - Week 7 |
| **Foundation Subjects** | | | | | | | | |
| **Science:**  **Uses of Everyday Materials**  **(Year 2)**  We will be identifying and comparing the suitability of a variety of materials for particular uses including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.  We will find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. |  | Lesson 1:  I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Sort materials into groups by properties.  Distinguish between an object and the material from which it is made.  Compare and group together a variety of everyday materials on the basis  of their simple physical properties. (RECAP Y1 - Everyday materials) | Lesson 2:  I can identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and  cardboard for particular uses.  - label the object, property and reason it is used for each particular object.  Think about what else it could be used for due to its properties?  Give ideas and reasoning as to why you think this. | Lesson 3:  Exploring how to change the shape of an object.  I can explore and find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and  stretching. | Lesson 4:  Exploring fabrics for their suitability for a particular use.  *Testing stretchiness*  I can test the properties of materials for particular uses e.g. compare the stretchiness of fabrics to select  the most appropriate for the Giant’s tights. | Lesson 5:  Testing waterproof-ness  I can use test evidence to select  appropriate material for a purpose e.g. Which  material is the best for a rain hat?  Experiment. | Lesson 6:  Design a box to keep an egg safe…  Using all previous knowledge…  What materials will you use?  What is waterproof?  How can you manipulate the shape?  Will you need to use more than one material?  Think about everything…  Test egg boxes and write up findings. | Lesson 7: Evaluate  Why are different objects made from certain materials?  Quick Quizzes/  Evaluations. |
| **History:**  **Changes within and beyond living memory**  We will be learning about toys and schooling through time and how they have changed since the Victorian era.  **Significant individuals**  We will be learning about Queen Victoria and comparing the life and rights of children with that of today.  We will learn about Dr. Barnardo and the impact he had on improving the lives of children.  **Significant events, people and places in the local area**  We will be learning how school has changed throughout time and look particularly at how Elveden Primary has changed. | I am learning to ask questions to explore how children’s lives might have been different in the past.  Children to discuss different aspects of their lives and consider how this might have been different for children in the past.  Compose questions to ask a time-traveller to find out what children’s lives were like in the past. | I am learning to recognise how toys have changed within living memory.  Children explore toys from different decades from Victorian era to present day. Identify the different materials used and the introduction of batteries/electronic toys.  Create a toy museum. | I am learning what makes an individual significant and to understand who Queen Victoria was. | I am learning to recognise how school has changed from beyond living memory.  Children to explore what school was like for children in the Victorian times. Look at the jobs children did. | I am learning to compare the lives of children in Victorian times with present day. | I am learning who Dr. Barnardo was and how he made life better for children.  Link to Barnardo’s charity and UNCRC Children’s Rights. | Quick Quizzes/  Evaluations. | PD Day |
| **Art:**  **Printing**  We will be using objects and basic tools to create patterns and images.  ***(William Morris - Victorian patterns)*** |  | Lesson 1:  Introduce William Morris and his work. Look at his fabric and wallpaper designs recorded and developed in his sketchbook.  Identify the characteristic features of Morris's work and the children made pencil drawings like those in his own sketchbook.  Pencil draw a design. | Lesson 2:  Creating a motif. Drawing a design that can be repeated again and again.  Use wax oil resist technique with watercolour repeating patterns in the style of Morris. | Lesson 3:  Using different printing methods. Relief print. Felt tip pens, polystyrene pizza base and water to create prints in four quarters to make a round circle.  Teaching them about duplicating and continuing patterns. | Lesson 4:  Block Printing  Children make their own printing block shapes from modelling clay, paint and repeat each item (leaf, flower) a few times making a variety of repeating patterns. Use different colours and shapes to create their design like his wallpaper.  Concentrate on the detail using pencils/tools on the clay in the shapes to see the negative for the print. | Lesson 5:  Looking at colours.  Collage/  layering techniques.  Using mixed media to create a piece of work. | Lesson 6:  Create their own William Morris tile.  Children can use any/all of the techniques used to layer and create their own Victorian tile.  Design in sketchbook first and then create it.  Collage - Ch will draw a simple outline design in the style of William Morris. Children will then tear up bits of tissue and other paper, layer and glue to create a collage in the style of of William Morris. Then they can print on top using their prints and designs from previous weeks. | Lesson 7: Finish off creating tile from last week following design and then evaluate work.  And do Quick Quiz  ***Quick Quiz/***  ***Evaluation***. |
| **Computing: *Project Evolve*** |  | Lesson 1:  *Sign in*  *Click on knowledge Map*  *Create new knowledge map*  *Enter name, select year group, select live and share with V jennings.* | Lesson 2:  *Online relationships* | Lesson 3:  *Online Bullying* | Lesson 4:  *Online Reputation* | Lesson 5:  *Self-image and identity* | Lesson 6:  *Drama/Role play scenarios learnt.*  *Assess impact tab.* | Quick Quizzes/  Evaluations. |
| **Music:**  **Introducing Beat**  How can we make friends when we sing together?  *(Charanga Y1 MMC)* |  | Step 1: Find the beat | Step 2: 1-2-3-4-5 | Step 3: Head, Shoulders, Knees and Toes | Step 4: Shapes | Step 5: We talk to animals | Step 6: Assessment checkpoint | Quick Quizzes/  Evaluations. |
| Let’s find and keep a steady beat.  Keep a steady beat when improvising.  Listen carefully and copy back the actions.  Play or clap simple rhythmic patterns using long and short sounds.  Clap four-beat rhythms, creating long and short sounds.  Respond to the questions, thinking about the music.  Respond to different high and low pitches.  Improvise using one, two or three notes, using C, D and E. How many notes did you improvise with?  Enjoy some ‘Did You Know?’ facts about the song. | | | | | |
| **PE:**  **Locomotion:** Running  *(Complete P.E Cycle A y1)* |  | **Explore running**  The focus of learning is to explore running.  I am learning to explore running using different body parts and different techniques and begin to understand how to run efficiently. | **Apply running into a game**  The focus of learning is for pupils to develop their running technique applying it into a game.  I am learning to develop my understanding of where we need to run and why. | **Explore running at different speeds**  The focus of learning is to apply pupils knowledge of how to run and where to run, while exploring running at different speeds. | **Running for speed: Acceleration.**  The focus of learning is to apply the correct technique of running as fast as we can in a racing context. | **Explore running in a team**  The focus of learning is to apply pupils understanding and application of running over a longer duration and as part of a team. | **Apply running into a competitive game.**  The focus of learning is for pupils to apply their understanding of running, applying it into a competitive game. | Quick Quizzes |
| **PE:**  **Dance:** Growing  *(Complete P.E Cycle A Y1)* |  | **Growing: Responding to rhythm**  The focus of learning is for pupils to respond to rhythm and patterns through their movement.  I am learning how to control and co-ordinate their bodies to perform movements through the 'growing' theme. | **Developing the growing plant 'dance'**  The focus of learning is for pupils to respond to rhythm and patterns through their movement.  I am learning how to control and co-ordinate their bodies to perform movements, continuing through the 'growing' theme. | **Introduction to motifs**  The focus of learning is for pupils to respond to rhythm and patterns through their movement.  I am learning how to control and co-ordinate their bodies to perform a motif. | **Creating motifs**  The focus of learning is for pupils to respond to rhythms and patterns through their movement.  I am learning how to control and co-ordinate their bodies to perform a motif. | **Creating movement sequences**  The focus of learning is to use improvisation to explore various dynamics and movement qualities. | **Relationships and performance**  The focus of learning is to explore the relationship between two living things, creating movement patterns | Quick Quizzes |
| **PSHE:**  **Jigsaw (Y1)** Being Me in My World |  | **Special and Safe**  *I know how to use my*  *Jigsaw Journal* | **2. My Class**  I understand the rights  and responsibilities as a  member of my class | **3.Rights and**  **Responsibilities**  I understand the rights and  responsibilities for being a  member of my class | **4.Rewards and**  **Feeling Proud**  I know my views are  valued and can contribute  to the Learning Charter | **Consequences**  I can recognise  the choices I make  and understand the  consequences | **6.Owning our**  **Learning Charter**  I understand my rights and  responsibilities within our  Learning Charter | Quick Quizzes/  Evaluations. |
| **RE:**  **Christianity**  *Baptism / church*  Why is belonging  to God and the  church family  important to  Christians?  *(Emmanuel Units Y1)* | ***Big Question: Is it important to belong?*** | | | | | | | |
|  | **I am learning to ENGAGE**  **with the**  **concept of**  **‘belonging’ to a church**  **family.** | **I am learning to ENQUIRE**  **into baptism /Christening as a mark of**  **belonging to**  **God and the**  **Church.** | **I am learning to EXPLORE (1) Jesus’ own example of ‘welcome’ in a story from the Bible Narrative.** | **I am learning to EXPLORE**  **(2) the practice of**  **baptism in the Church of England.** | **I am learning to EXPLORE**  **(3) how**  **belonging to**  **the church**  **family helps**  **in Christian**  **living.**  . | **I am learning to EVALUATE**  **my**  **Understanding of why it’s**  **important to**  **Christians to**  **belong to God**  **and the church**  **family.**  **And**  **EXPRESS**  **your RE**  **learning** | Quick Quizzes/Assessment -  Blooms Taxonomy and Assessment grid to fill in. |