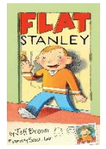
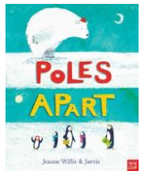
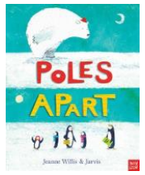
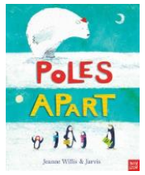
Year 2 Autumn 2 MTP

Theme: The Poles
Driver: Geography
The Big Question: Could a polar bear survive in the desert?

Reading for Pleasure Class Novel:
Flat Stanley series by Jeff Brown



	WC 6.11.22	WC 13.11.22	WC 20.11.22	WC 27.11.22	WC 4.12.22	WC 11.12.22	WC 18.12.22
English	**Unit: Diary Entry** **Supporting Text: Poles Apart by Jeanne Willis and Jarvis**  **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	**Unit: Diary Entry** **Supporting Text: Poles Apart by Jeanne Willis and Jarvis**  **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	**Unit: Diary Entry** **Supporting Text: Poles Apart by Jeanne Willis and Jarvis**  **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) writing about real events planning or saying out loud what they are going to write about evaluating their writing with the teacher and other pupils proof-reading to check for errors in spelling, grammar and punctuation expanded noun phrases to describe and specify the present and past tenses correctly and consistently including the progressive form subordination (using when, if, that, or because) and co-ordination (using or, and, or but) writing for different purposes	**Unit: Instructions** **Supporting Text: The Great Explorer by Chris Judge** **NC Link:** learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing about real events develop positive attitudes towards and stamina for writing by: writing for different purposes consider what they are going to write before beginning by planning what they are going to write about re-reading to check that their writing makes sense read aloud what they have written with appropriate intonation to make the meaning clear expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form **Cross curricular: Geography- locational knowledge**	**Unit: Instructions** **Supporting Text: The Great Explorer by Chris Judge** **NC Link:** learning how to use both familiar and new punctuation correctly develop positive attitudes towards and stamina for writing by: writing about real events develop positive attitudes towards and stamina for writing by: writing for different purposes consider what they are going to write before beginning by planning what they are going to write about re-reading to check that their writing makes sense read aloud what they have written with appropriate intonation to make the meaning clear expanded noun phrases to describe and specify [for example, the blue butterfly] the present and past tenses correctly and consistently including the progressive form **Cross curricular: Geography- locational knowledge**	**Unit: Letter** **Supporting Text: The Great Explorer by Chris Judge** **NC Link:** learning how to use both familiar and new 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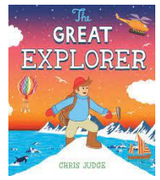
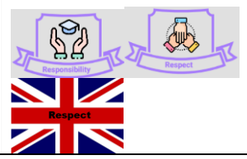
 **NC Link:** learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) expanded noun phrases to describe and specify [for example, the blue butterfly] subordination (using when, if, that, or because) and co-ordination (using or, and, or but) develop positive attitudes towards and stamina for writing by: writing for different purposes re-reading to check that their writing makes sense consider what they are going to write before beginning by planning what they are going to write about **Cross curricular: Geography- locational knowledge**

	Enrichment	**Launch: Trip to Yorkshire Wildlife Park WC 19th September.** **Key Questions:** Would a polar bear survive in the desert? **Media/Visual Literacy:** https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwx https://www.youtube.com/watch?v=rUyHdy4y_5E&scrlybrkr=ec1da90a							
	SPAG Focus	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, adverbial clauses	
	Guided Reading	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	
	Maths	**Unit: Maths No Problem Addition and subtraction** **NC Link:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	**Unit: White Rose Maths Addition and subtraction** **NC Link:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	**Unit: White Rose Maths Addition and subtraction** **NC Link:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	**Unit: White Rose Maths Addition and subtraction** **NC Link:** solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures applying their increasing knowledge of mental and written methods recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems	**Unit: White Rose Maths Shape** **NC Link:** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	**Unit: White Rose Maths Shape** **NC Link:** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	**Unit: White Rose Maths Shape** **NC Link:** identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] compare and sort common 2-D and 3-D shapes and everyday objects.	

	Science	**Unit: Animals including humans** Lesson: Can I match a variety of adult animals to their offspring? **NC Link:** notice that animals, including humans, have offspring which grow into adults	**Unit: Animals including humans** Lesson: In what ways do different animals reproduce? **NC Link:** notice that animals, including humans, have offspring which grow into adults	**Unit: Animals including humans** Lesson: How do humans grow as they get older? **NC Link**: notice that animals, including humans, have offspring which grow into adults **Cross curricular: PSHE- Changing me**	**Unit: Animals including humans** Lesson: What do animals including humans, need to survive? **NC Link**: find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	**Unit: Animals including humans** Lesson: How does the environment effect an animal's survival? **NC Link:** find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	**Unit: Animals including humans** Lesson: What is a healthy, balanced diet? **NC Link:** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	**Unit: Animals including humans** Lesson: Why is exercise important to keep our bodies healthy? **NC Link:** describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
	Computing	**Teach Computing: Creating Media- Digital photography** Lesson: Taking photos **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	**Teach Computing: Creating Media- Digital photography** Lesson: Landscape or portrait? **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school **Cross curricular: Art**	**Teach Computing: Creating Media- Digital photography** Lesson: What makes a good photograph? **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school **Cross curricular: Art**	**Teach Computing: Creating Media- Digital photography** Lesson: Lighting **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school **Cross curricular: Art**	**Teach Computing: Creating Media- Digital photography** Lesson: Effects **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school **Cross curricular: Art**	**Teach Computing: Creating Media- Digital photography** Lesson: Is it real? **NC Link:** use technology purposefully to create, organise, store, manipulate and retrieve digital content recognise common uses of information technology beyond school 	**Applying learning**	

	Art & Design			**Unit: TEXTURE** Lesson: Theory How does Jackson Pollock use texture? **NC Link:** to use a range of materials creatively to design and make products about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	**Unit: TEXTURE** Lesson: Practise Can I use texture? **NC Link:** to use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. **Cross curricular: DT and Science- Materials** 	**Unit: TEXTURE** Lesson: Apply Can I apply texture to a final piece? **NC Link:** to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. **Cross curricular: DT and Science- Materials** 			
	Design & Technology	**Unit: Mechanisms** Lesson: Make Can I complete my vehicle? **NC Link:** 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 	**Unit: Mechanisms** Lesson: Evaluate How successful was my Arctic vehicle? **NC Link:** evaluate their ideas and products against design criteria **Cross curricular: English** 						

	Geography					**Unit: The Arctic** Lesson: Human and physical geography Are there any cities and towns in the Arctic circle? **NC Link:** use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	**Unit: The Arctic** Lesson: Place knowledge What animals live in the Arctic? **NC Link:** use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather **Cross curricular: Science- Living things and their habitats** 	**Unit: The Arctic** Lesson: Place knowledge How is an Arctic town different to a city in the UK? **NC Link:** understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	
	History		**Unit: Inuit** Lesson: Life and death How are life and death celebrated in Inuit communities? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements. **Cross curricular: PSHE- Celebrating Difference** 	**Unit: Inuit** Lesson: Significant people and impact Who is Ernest Shackleton? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements. 	**Unit: Inuit** Lesson: Consequence and legacy How did Ernest Shackleton effect the future? **NC Link:** the lives of significant individuals in the past who have contributed to national and international achievements. 				
	Music	**Charanga Unit: Playing in an Orchestra** Sparkle in the sun 	**Charanga Unit: Playing in an Orchestra** Sparkle in the sun 	**Charanga Unit: Playing in an Orchestra** Listen 	**Charanga Unit: Playing in an Orchestra** Listen 	**Charanga Unit: Playing in an Orchestra** The orchestra song 	**Charanga Unit: Playing in an Orchestra** Assessment checkpoint		

	PE	**<u>Unit:</u> Dance** **<u>NC Link:</u>** perform dances using simple movement patterns. **Cross curricular: Maths and music- beat**	**<u>Unit:</u> Dance** **<u>NC Link:</u>** perform dances using simple movement patterns. **Cross curricular: Maths and music- beat**	**<u>Unit:</u> Dance** **<u>NC Link:</u>** perform dances using simple movement patterns. **Cross curricular: Maths and music- beat**	**<u>Unit:</u> Invasion Games (Team games)** **<u>NC Link:</u>** participate in team games, developing simple tactics for attacking and defending.	**<u>Unit:</u> Invasion Games (Team games)** **<u>NC Link:</u>** participate in team games, developing simple tactics for attacking and defending.	**<u>Unit:</u> Invasion Games (Team games)** **<u>NC Link:</u>** participate in team games, developing simple tactics for attacking and defending.		
	RE	**<u>Unit:</u> Light and Dark** <u>Lesson:</u> Can I explain what Advent is? **Cross curricular: PSHE- CD**	**<u>Unit:</u> Light and Dark** <u>Lesson:</u> Can I explain why light can be important at Christmas? **Cross curricular: PSHE- CD**	**<u>Unit:</u> Light and Dark** <u>Lesson:</u> Can I explain why the story of Rama and Sita can be important to Hindus? **Cross curricular: PSHE- CD**	**<u>Unit:</u> Light and Dark** <u>Lesson:</u> Can I explain why light can be important at Diwali? **Cross curricular: PSHE- CD**	**<u>Unit:</u> Light and Dark** <u>Lesson:</u> Can I explain why the story of Hanukkah can be important to Jews? **Cross curricular: PSHE- CD**	**<u>Unit:</u> Light and Dark** Lesson: Can I explain why light can be important at Hanukkah? **Cross curricular: PSHE- CD**		
	PSHE	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Assumptions and stereotypes about gender</u> I know what a stereotype is and some assumptions. **Cross curricular: Science**	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Understanding bullying</u> I understand what bullying is and how to act.	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Standing up for self and others</u> I know how to react to different situations.	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Making new friends</u> I can identify ways to make new friendships.	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Gender diversity</u> I know what gender diversity means.	**<u>Jigsaw Unit:</u> Celebrating Difference** <u>Lesson: Celebrating difference and remaining friends</u> I can recognise differences and understand that these are okay.		