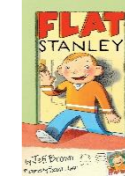
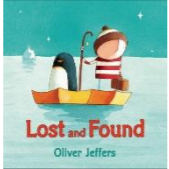

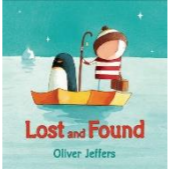

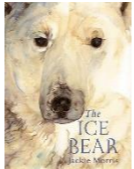

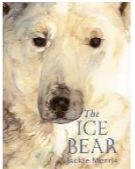

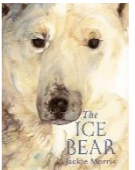

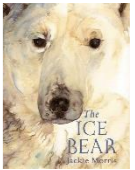



Year 2 Autumn 1 MTP





















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




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
















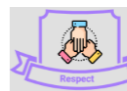



		WC 4.9.23	WC 11.9.23	WC 18.9.23	WC 25.9.23	WC 2.10.23	WC 9.10.23	WC 16.10.23
English	<b>Unit: Cold Write</b>	<b>Unit: Character description</b> <b>Supporting Text: Lost and Found by Oliver Jeffers</b>  <b>NC Link:</b> learning how to use both familiar and new punctuation correctly (see English Appendix 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 	<b>Unit: Character description</b> <b>Supporting Text: Lost and Found by Oliver Jeffers</b>  <b>NC Link:</b> 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 	<b>Unit: Recount (Trip to Yorkshire Wildlife Park)</b> <b>Supporting Text: The Ice Bear</b>  <b>NC Link:</b> 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 <b>Cross curricular: Science- Living things and their habitats</b> 	<b>Unit: Recount (Trip to Yorkshire Wildlife Park)</b> <b>Supporting Text: The Ice Bear</b>  <b>NC Link:</b> 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 <b>Cross curricular: Science- Living things and their habitats</b> 	<b>Unit: Fact File</b> <b>Supporting Text: The Ice Bear</b>  <b>NC Link:</b> 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 <b>Cross curricular: Science- Living things and their habitats</b> 	<b>Unit: Fact File</b> <b>Supporting Text: The Ice Bear</b>  <b>NC Link:</b> 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 <b>Cross curricular: Science- Living things and their habitats</b> 	











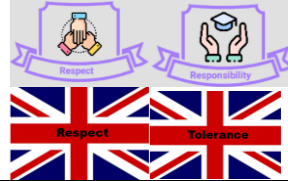




	<p><b>Enrichment</b></p> <p><b>Launch:</b> Trip to Yorkshire Wildlife Park WC 19<sup>th</sup> September.</p> <p><b>Key Questions:</b> Would a polar bear survive in the desert?</p> <p><b>Media/Visual Literacy:</b>  <a href="https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwX">https://www.bbc.co.uk/teach/class-clips-video/science-ks1-ks2-wonders-of-nature-emperor-penguins/zm3ygwX</a>  <a href="https://www.youtube.com/watch?v=rUyHdy4y_5E&amp;scrllybrkr=ec1da90a">https://www.youtube.com/watch?v=rUyHdy4y_5E&amp;scrllybrkr=ec1da90a</a></p>						
<b>SPAG Focus</b>	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses	Subject, predicate, stop, conjunctions, fronted adverbials, linking adverbs, adverbial clauses
<b>Guided Reading</b>	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme	Little Wandle Scheme
<b>Maths</b>	<p><b>Unit: White Rose Maths Place value</b></p> <p><b>NC Link:</b> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems</p>	<p><b>Unit: White Rose Maths Place value</b></p> <p><b>NC Link:</b> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems</p>	<p><b>Unit: White Rose Maths Place value</b></p> <p><b>NC Link:</b> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems</p>	<p><b>Unit: White Rose Maths Place value</b></p> <p><b>NC Link:</b> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems</p>	<p><b>Unit: White Rose Maths Place value</b></p> <p><b>NC Link:</b> count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward  recognise the place value of each digit in a two-digit number (10s, 1s)  identify, represent and estimate numbers using different representations, including the number line  compare and order numbers from 0 up to 100; use &lt;, &gt; and = signs  read and write numbers to at least 100 in numerals and in words  use place value and number facts to solve problems</p>	<p><b>Unit: White Rose Maths Addition and subtraction</b></p> <p><b>NC Link:</b> 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</p>	<p><b>Unit: White Rose Maths Addition and subtraction</b></p> <p><b>NC Link:</b> 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</p>

	Science		<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> Can I identify things that are living, things that are dead and things that have never been alive?</p> <p><b>NC Link:</b> explore and compare the differences between things that are living, dead, and things that have never been alive.</p>  	<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> Why do living things need to live in suitable habitats?</p> <p><b>NC Link:</b> : 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.</p> <p><b>Cross curricular: Geography-physical geography</b></p>  	<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> What plants and animals live in seaside habitats?</p> <p><b>NC Link:</b> identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>Cross curricular: Geography-physical geography</b></p>  	<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> Which animals live in an unfamiliar habitat?</p> <p><b>NC Link:</b> identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>Cross curricular: Geography-physical geography</b></p>  	<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> What is a micro-habitat?</p> <p><b>NC Link:</b> identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p><b>Cross curricular: Geography-physical geography</b></p> 	<p><b>Unit: Living things and their habitat</b></p> <p><u>Lesson:</u> What food chains exist in a habitat?</p> <p><b>NC Link:</b> 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.</p> 
	Computing		<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> What is IT?</p> <p><b>NC Link:</b> recognise common uses of information technology beyond school.</p> 	<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> IT in school</p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>  	<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> IT in the world</p> <p><b>NC Link:</b> recognise common uses of information technology beyond school.</p>  	<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> The benefits of IT</p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> 	<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> Using IT safely</p> <p><b>NC Link:</b> use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</p> <p><b>Cross curricular: PSHE Staying safe</b></p>  	<p><b>Teach Computing: Computing Systems and Networks- IT Around Us</b></p> <p><u>Lesson:</u> Using IT in different ways</p> <p><b>NC Link:</b> use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>  

	Art & Design		<p><b>Unit: COLOUR Inuit Art</b></p> <p><u>Lesson: Theory</u> How did Van Gogh use colour in his art?</p> <p><b>NC Link:</b> 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. 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</p>	<p><b>Unit: COLOUR Inuit Art</b></p> <p><u>Lesson: Practise</u> Can I use colour in my art?</p> <p><b>NC Link:</b> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 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. to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> 	<p><b>Unit: COLOUR Inuit Art</b></p> <p><u>Lesson: Apply</u> Can I apply colour to a final piece?</p> <p><b>NC Link:</b> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> 			
	Design & Technology						<p><b>Unit: Mechanisms</b></p> <p><u>Lesson: Research</u> How do different vehicles move?</p> <p><u>Lesson: Design</u> What will my vehicle need to look like to travel across the Arctic?</p> <p><b>NC Link:</b> design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><b>Cross curricular: Science-Materials</b></p>	<p><b>Unit: Mechanisms</b></p> <p><u>Lesson: Design</u> What materials will I need to make my vehicle?</p> <p><u>Lesson: Make</u> Can I make a moving axis?</p> <p><b>NC Link:</b> generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p><b>Cross curricular: Science-Materials</b></p> 

Geography			<p><b>Unit: The Arctic</b></p> <p><u>Lesson: Place knowledge</u></p> <p>What is a continent and where is the Arctic circle?</p> <p><b>NC Link:</b> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p><b>Cross curricular: History</b></p>		<p><b>Unit: The Arctic</b></p> <p><u>Lesson: Human and physical geography</u></p> <p>How is the weather in the Arctic different to the UK?</p> <p><b>NC Link:</b> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> 	<p><b>Unit: The Arctic</b></p> <p><u>Lesson: Human and physical geography</u></p> <p>What are the physical features of the Arctic?</p> <p><b>NC Link:</b> 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</p> 	
	History		<p><b>Unit: Inuit</b></p> <p><u>Lesson: Chronology</u></p> <p>Who are the Inuit?</p> <p><b>NC Link:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p> <p><b>Cross curricular: Geography- place knowledge</b></p>  		<p><b>Unit: Inuit</b></p> <p><u>Lesson: Cause and significant events</u></p> <p>How has the Inuit way of life changed?</p> <p><b>NC Link:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p>  		<p><b>Unit: Inuit</b></p> <p><u>Lesson: Childhood</u></p> <p>What is life like for an Inuit child?</p> <p><b>NC Link:</b> the lives of significant individuals in the past who have contributed to national and international achievements.</p> 
		Music	<p><b>Charanga Unit: Pulse, Rhythm and Pitch</b></p> <p>Music is in my soul</p>  	<p><b>Charanga Unit: Pulse, Rhythm and Pitch</b></p> <p>Music is in my soul</p>  	<p><b>Charanga Unit: Pulse, Rhythm and Pitch</b></p> <p>Hey friends</p>  	<p><b>Charanga Unit: Pulse, Rhythm and Pitch</b></p> <p>Hey friends</p>  	<p><b>Charanga Unit: Pulse, Rhythm and Pitch</b></p> <p>Hello</p>  



PE		<p><b>Unit: Invasion Games (Football)</b></p> <p><b>NC Link:</b> participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Invasion Games (Football)</b></p> <p><b>NC Link:</b> participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Invasion Games (Football)</b></p> <p><b>NC Link:</b> participate in team games, developing simple tactics for attacking and defending</p> 	<p><b>Unit: Multi skills</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Cross curricular: Maths-Counting</b></p> 	<p><b>Unit: Multi skills</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Cross curricular: Maths-Counting</b></p> 	<p><b>Unit: Multi skills</b></p> <p><b>NC Link:</b> master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><b>Cross curricular: Maths-Counting</b></p> 
RE		<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I recall the Christian creation story?</p> 	<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I explain why the Creation Story is important to some Christians?</p> 	<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I explain why harvest can be important to some Christians?</p> 	<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I explain why Sukkot can be important to some Jews?</p> 	<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I explain the message in the story 'Prince Siddhartha and the Swan'?</p> 	<p><b>Unit: Nature and God</b></p> <p><b>Lesson:</b> Can I explain the message in the story 'The Boy Who Threw Stones at Trees'?</p> 
PSHE		<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> What are my hopes and fears for the year?</p> <p>I can identify some of my hopes and fears for this year</p> <p><b>Cross curricular: English</b></p> 	<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> What are my rights and responsibilities?</p> <p>I understand the rights and responsibilities for being a member of my class and school</p> 	<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> What are rewards and consequences?</p> <p>I understand the rights and responsibilities for being a member of my class</p> 	<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> How can I contribute my own ideas?</p> <p>I can listen to other people and contribute my own ideas about rewards and consequences</p> 	<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> How can my learning charter help me learn?</p> <p>I understand how following the Learning Charter will help me and others learn</p> <p><b>Cross curricular: English</b></p> 	<p><b>Jigsaw Unit: Being Me in My World</b></p> <p><b>Lesson:</b> How can I recognise the choices I make and understand the consequences?</p> <p>I can recognise the choices I make and understand the consequences</p> 