

## WILDERNESS EXPLORERS

### First Hand Experiences

- Litter Picking walk with Pure Clean Earth
- Asking a scout/brownie leader to come and talk (Mrs Wright?)
  - Care home visit – singing and talking to the elderly
- Nature walk – plant hunt around school and surrounding area

<p style="text-align: center; margin: 0;"><b>Vocab</b></p> <ul style="list-style-type: none"> <li>• environment</li> <li>• micro-habitat</li> <li>• macro-habitat</li> <li>• survival</li> <li>• community</li> <li>• location</li> <li>• direction</li> <li>• compass direction</li> <li>• human features</li> <li>• physical features</li> <li>• agility</li> <li>• co-ordination</li> </ul>	<p style="text-align: center; margin: 0;"><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand micro and macro habitats</li> <li>• To understand how animals adapt to their habitats</li> <li>• To compare human and physical features</li> <li>• To learn compass directions</li> <li>• To describe local area</li> <li>• To know the difference between living and dead</li> <li>• To identify and compare the use of everyday materials</li> <li>• To understand the local area</li> <li>• To identify and compare weather patterns in locality</li> <li>• To describe how different habitats provide basic needs for animals and plants</li> </ul>	<p style="text-align: center; margin: 0;"><b>Skills</b></p> <ul style="list-style-type: none"> <li>• To locate on a map</li> <li>• To verbally compare p &amp; h features</li> <li>• Label and describe habitats</li> <li>• To build own habitats</li> <li>• To listen and follow directional language</li> <li>• To verbally direct using language</li> <li>• To create a WE badge using different materials</li> <li>• To use technology to design on computer</li> <li>• To identify and describe materials</li> </ul>
<p style="text-align: center; margin: 0;"><b>Writing</b></p> <p>Composition</p> <ul style="list-style-type: none"> <li>*plan or saying out loud what they are going to write about</li> <li>*write narratives about personal experiences and those of others (real and fictional)</li> <li>*write about real events</li> <li>*write for different purposes</li> <li>*write poetry</li> </ul>	<p style="text-align: center; margin: 0;"><b>Maths</b></p> <p>Maths Meeting Coverage (for the term)</p> <ul style="list-style-type: none"> <li>*Know the months of the year in the correct order</li> <li>*Telling the time: quarter past, quarter to, half past</li> <li>*Properties of 3D shapes- including vertices, edges faces and lines of symmetry</li> <li>*Pairs to 20</li> <li>*Recognise and know the value of different denominations of coins.</li> </ul>	

Medium Term Plan – Year 2 Autumn 1

<p>*evaluating their writing with the teacher          *re-reading to check that their writing makes sense          *writing makes sense and is coherent          Vocab, Grammar and Punctuation          *use full stops, capital letters, exclamation marks, question marks within a piece of writing          *write sentences with different forms: statement, question within a piece of writing          *expanded noun phrases to describe and specify [for example, the blue butterfly]          *the present and past tenses are written correctly and consistently including the progressive form          *join sentences together using co-ordination (or, and, but)          *use the following terminology when discussing work: noun, noun phrase statement, question, statement, compound, suffix, adjective, adverb, verb, past tense, present tense          Spelling          *spell at least 20 year two common exception words          *spell words with the phonemes that have been taught in Reception and year 1          *write from memory simple sentences dictated by the teacher that include words taught so far.          *spell a <u>few</u> homophones correctly          *spell a few words in contracted form correctly          Handwriting          *form lower-case letters of the correct size relative to one another          *write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters          *use spacing between words that reflects the size of the letters.          *begin to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p>	<p>*Creating 4 calculations from 3 digits (inverse involving + and -)          *Reading/interpreting data from a graph/chart- how many...? What is the most popular/least popular?          *Reading &amp; writing numbers to 20 using words          *Count confidently in 2s up to 50 Count confidently in 5s and 10s up to 110          *Partition 2 digit numbers into tens and ones</p>
<p style="text-align: center;"><b>Reading</b></p> <p>Word Reading          *read Purple level books with some decoding and blending. Therefore confidently read with fluency Turquoise level books.          *read the common exception words that have been taught.          *read words with the suffixes –ness, -ment, -ly, -less, -ful,          Comprehension          *listen to, discuss about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently          *participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and</p>	<p style="text-align: center;"><b>RE</b></p> <p>*To understand different ways of expressing belief in God          *Learn about how people practice beliefs          *Discuss ideas about God from various religions          *Talk about what they know about themselves</p>

<p>listening to what others say</p> <ul style="list-style-type: none"> <li>*become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*be introduced to non-fiction books that are structured in different ways</li> <li>*recognise simple recurring literary language in stories and poetry</li> <li>*answer and asking questions about what they have read</li> <li>*predict what might happen on the basis of what they have read so far and what has been read to them</li> <li>*check that the text makes sense to them as they read and correcting inaccurate reading</li> <li>*draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	
<p style="text-align: center;">Science</p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>*explore and compare the differences between things that are living, dead and things that have never lived</li> <li>*identify that most living things live in habitats to which they are suited are describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>*identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>*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.</li> </ul> <p><b>Uses of Everyday Materials</b></p> <ul style="list-style-type: none"> <li>*identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>*find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul> <p>Animals, including humans</p> <ul style="list-style-type: none"> <li>*notice that animals, inc humans, have offspring which grow into adults</li> <li>*find out about and describe the basic needs of animals, inc humans, for survival</li> <li>*describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p>Plants</p> <ul style="list-style-type: none"> <li>*observe and describe how seeds and bulbs grow into mature plants</li> <li>*find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> <li>*Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>*Use simple compass directions as well as locational and directional language features and routes on a map</li> <li>*Use basic geographical vocabulary to refer to and describe: key physical features and key human features</li> </ul>
History	Music

Medium Term Plan – Year 2 Autumn 1

<p style="text-align: center;">Art</p> <p>*Learn 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 (through 'Artist of the Month')</p>	<p style="text-align: center;">Computing</p> <p>*Use technology safely and respectfully and know how to keep safe online          *Keep personal information private and understand why this is important.          *Identify where to go for help and ask for support if concerned about content on the internet or other technology          *Use technology purposefully to organise, store, manipulate and retrieve digital content          *Recognise purposes of IT beyond school</p>
<p style="text-align: center;">Design Technology</p> <p><b>*to use a range of materials creatively to design and make products</b></p>	<p style="text-align: center;">PE</p> <p>*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>