

## LIGHT UP THE WORLD

### First Hand Experiences

Guy Fawkes family competition – children to create a model of Guy Fawkes. Family day inviting everyone to join in with a Guy Fawkes parade.

Invite the Fire Brigade into school to watch the fire spread down Pudding Lane (children to create a building to place on the street).

Poppy Day – creating wreaths and attending the Dereham Poppy Day parade.

| Vocab   | Knowledge   | Skills   |
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| <ul style="list-style-type: none"> <li>global</li> <li>Houses of Parliament</li> <li>gunpowder</li> <li>accomplices</li> <li>traitor</li> <li>hierarchy</li> <li>landmarks</li> <li>capital city</li> <li>algorithms</li> <li>axles</li> <li>architect</li> <li>evaluating</li> </ul> | <ul style="list-style-type: none"> <li>To understand who Guy Fawkes and Samuel Pepys are</li> <li>To identify characteristics of the UK</li> <li>To understand art techniques and using different media</li> <li>To describe the impact of change</li> <li>To understand the significance of Guy Fawkes</li> <li>To learn about famous art work</li> <li>To describe global significant events</li> <li>To understand how the past impacts on the future</li> </ul> | <ul style="list-style-type: none"> <li>Verbally explain characteristics of UK</li> <li>Listen to new facts</li> <li>Drama- conscience alley and opinions</li> <li>To debate ideas</li> <li>To locate capital cities on a UK map</li> <li>Timeline of events</li> <li>To use art terminology to discuss art work</li> </ul> |

| Writing  | Reading  |
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| <p><b>Composition</b></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> <li>*evaluating their writing with the teacher</li> <li>*re-reading to check that their writing makes sense</li> <li>*writing makes sense and is coherent</li> </ul> <p><b>Vocab, Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>*use full stops, capital letters, exclamation marks, question marks within a piece of writing</li> <li>*write sentences with different forms: statement, question within a piece of writing</li> <li>*expanded noun phrases to describe and specify [for example, the blue butterfly]</li> <li>*the present and past tenses are written correctly and</li> </ul> | <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>*read Purple level books with some decoding and blending. Therefore confidently read with fluency Turquoise level books.</li> <li>*read the common exception words that have been taught.</li> <li>*read words with the suffixes –ness, -ment, -ly, -less, -ful,</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li>*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</li> <li>*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 listening to what others say</li> <li>*become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional</li> </ul> |

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| <p>consistently including the progressive form</p> <ul style="list-style-type: none"> <li>*join sentences together using co-ordination (or, and, but)</li> <li>*use the following terminology when discussing work: noun, noun phrase statement, question, statement, compound, suffix, adjective, adverb, verb, past tense, present tense</li> </ul> <p>Spelling</p> <ul style="list-style-type: none"> <li>*spell at least 20 year two common exception words</li> <li>*spell words with the phonemes that have been taught in Reception and year 1</li> <li>*write from memory simple sentences dictated by the teacher that include words taught so far.</li> <li>*spell a <u>few</u> homophones correctly</li> <li>*spell a few words in contracted form correctly</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>*form lower-case letters of the correct size relative to one another</li> <li>*write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>*use spacing between words that reflects the size of the letters.</li> <li>*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</li> </ul> | <p>tales</p> <ul style="list-style-type: none"> <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;"><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> <li>*Creating 4 calculations from 3 digits (inverse involving + and -)</li> <li>*Reading/interpreting data from a graph/chart- how many...? What is the most popular/least popular?</li> <li>*Reading &amp; writing numbers to 20 using words</li> <li>*Count confidently in 2s up to 50 Count confidently in 5s and 10s up to 110</li> <li>*Partition 2 digit numbers into tens and ones</li> </ul>   | <p style="text-align: center;"><b>RE</b></p> <ul style="list-style-type: none"> <li>*To understand how Christians celebrate the birth of Jesus</li> <li>*To compare celebrations of Christmas</li> <li>*To be able to explain the importance of Christmas on people's lives</li> </ul> <p style="text-align: center;">Focus on the New Testament, The Birth of Jesus, Matthew 1:18, Luke 2</p>  |
| <p style="text-align: center;"><b>Geography</b></p> <ul style="list-style-type: none"> <li>*Use world maps, atlases and globes to explore the seven continents and five oceans.</li> <li>*understand and describe geographical similarities and differences of a small area of the UK and a contrasting non-European country</li> <li><b>*Identify characteristics of the four countries of the UK. Name and locate capital cities of the UK and its seas.</b></li> </ul>  | <p style="text-align: center;"><b>History</b></p> <ul style="list-style-type: none"> <li><b>*recall the lives of significant individuals in the past who have contributed to international achievements, Some should be used to compare aspects of life in different periods.</b></li> <li>*describe the impact of changes in living memory</li> <li>*describe events beyond living memory that are significant globally</li> </ul>   |

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| <p style="text-align: center;">Art</p> <p><b>*use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</b></p> <p><b>*develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</b></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;">Music</p> <p><b>*use their voices expressively and creatively by singing songs and speaking chants and rhymes</b></p>            |
| <p style="text-align: center;">Design Technology</p> <p>Technical Knowledge</p> <p>*build structures, exploring how they can be made stronger, stiffer and more stable</p> <p>*explore and use mechanisms e.g. levers, sliders, wheels and axles, in their products</p>  | <p style="text-align: center;">Computing</p> <p><b>*implement algorithms as part of programs</b></p> <p><b>*follow precise and unambiguous instructions</b></p> |
| <p style="text-align: center;">Science</p>   | <p style="text-align: center;">PE</p> <p><b>*perform dances using simple movement patterns</b></p>  |