



## Autumn Medium Term Plan – Year 2

### School Driver Focus

**Autumn 1 – Self-Manager**

**Autumn 2 – Team Worker**

	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Science</b>	Working scientifically	<ul style="list-style-type: none"> <li>• asking simple questions and recognising that they can be answered in different ways</li> <li>• observing closely, using simple equipment</li> <li>• performing simple tests</li> <li>• identifying and classifying</li> <li>• using their observations and ideas to suggest answers to questions</li> <li>• gathering and recording data to help in answering questions</li> </ul>	Ask simple scientific questions Use simple equipment to make close observations Carry out simple tests Identify and classify things Using my tests and observations to suggest what I have found out Gather, record and use data to answer questions
	Animals	<ul style="list-style-type: none"> <li>• notice that animals, including humans, have offspring which grow into adults</li> <li>• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</li> </ul>	.
	<b>Strand</b>	<b>National curriculum</b>	<b>Expectation</b>
<b>Computing</b>	E Safety	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>• To begin to understand that not everything on the internet is true.</li> <li>• To know not to accept from people we don't know.</li> <li>• To begin to know not to share personal information online.</li> </ul>
	Technology (Digital Literacy)	use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies recognise common uses of information technology beyond school	<ul style="list-style-type: none"> <li>• To describe the things that happen online that I must tell an adult about.</li> <li>• To talk about why it is important to be kind and polite online and in real life.</li> <li>• To understand that not everyone is who they say they are on the Internet.</li> </ul>
	Information technology	Use technology purposefully to create, organise, store, manipulate and retrieve digital content	<ul style="list-style-type: none"> <li>• To confidently turn on a computer and open an application.</li> <li>• To begin to locate and type different letters on the keyboard.</li> <li>• To begin to locate and type simple words using the keyboard.</li> <li>• To begin to understand how to edit a word doc.</li> <li>• To, in pairs, be able to save a word doc into the pupil shared work area.</li> </ul>



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<b>Geography</b>	Locational Knowledge	Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	<ul style="list-style-type: none"> <li>To check all knowledge from Year 1 has been retained.</li> <li>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> <li>To draw a simplified sketch map of the UK.</li> </ul>
	Place knowledge	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	<ul style="list-style-type: none"> <li>To compare a local city/town in the UK with a contrasting city/town in a different country;</li> </ul>
	Geographical skills and fieldwork	<p>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>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>Geographical Enquiry</p> <ul style="list-style-type: none"> <li>To encourage children to ask simple geographical questions; Where is it? What's it like?</li> <li>To investigate their surroundings</li> <li>To make simple comparisons between features of different places.</li> <li>To conduct regular fieldwork activities</li> </ul> <p>Scale/Distance</p> <ul style="list-style-type: none"> <li>To begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)</li> </ul> <p>Map Knowledge</p> <ul style="list-style-type: none"> <li>To locate and name on UK map major features e.g. London, River Thames, home location, seas.</li> </ul>



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	Strand	National curriculum	Expectation
<b>History</b>	Chronological understanding	Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework.	<ul style="list-style-type: none"> <li>To sequence photographs from different periods of their life.</li> <li>To place events on a simple timeline, adding times previously studied.</li> </ul>
	Range and depth of historical knowledge	Pupils should identify similarities and differences between ways of life in different periods. Children should choose and use parts of stories and other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>To recognise why people did things, why events happened and what happened as a result.</li> </ul>
	Historical interpretation	Children should understand some of the ways in which we find out about the past and identify different ways in which it is represented.	<ul style="list-style-type: none"> <li>To compare pictures or photographs of people or events in the past.</li> <li>To use stories to encourage children to distinguish between fact and fiction and to help them remember key Historical facts.</li> </ul>
	Historical enquiry	Children should ask and answer questions, using other sources to show that they know and understand key features of events.	<ul style="list-style-type: none"> <li>To ask and answer appropriate Historical questions, using their growing Historical knowledge.</li> </ul>
	Organising and presenting	Pupils should use a wide vocabulary of everyday historical terms.	<ul style="list-style-type: none"> <li>To communicate their knowledge though discussion, drawing, drama and role play, making models, writing and ICT.</li> <li>To use simple terms to talk about the passing of time.</li> </ul>
	Strand	National curriculum	Expectation
<b>Art and</b>	Developing Ideas	KS1 pupils should be taught to use a range of materials creatively to design and make products.	<p>Early sketch book work</p> <ul style="list-style-type: none"> <li>To plan and develop simple ideas</li> <li>To build information on colour mixing, the colour wheel and colour spectrums</li> <li>To collect textures and patterns to inform other work</li> </ul>



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Drawing	KS1 pupils should be taught to use drawing to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>• To continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil.</li> </ul>
Painting	KS1 pupils should be taught to use painting to develop their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>• To understand how to make tints using white and tones by adding black to make darker and lighter shades.</li> <li>• To build confidence in mixing colour shades and tones.</li> <li>• To understand the colour wheel and colour spectrums.</li> <li>• To be able to mix all the secondary colours using primary colours confidently.</li> </ul>
Sculpture	KS1 pupils should be taught to use sculpture to develop and share their ideas, experiences and imagination.	<ul style="list-style-type: none"> <li>• To use equipment and media with increasing confidence.</li> <li>• To use clay, modroc or other malleable material to create an imaginary or realistic form – e.g. clay pot, figure, structure etc...</li> <li>• To explore carving as a form of 3D art.</li> </ul>
Textiles	KS1 pupils should be taught to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.	<ul style="list-style-type: none"> <li>• To express links between colour and emotion.</li> </ul>
Responding to art	KS1 pupils should be taught about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, making links to their own work.	<ul style="list-style-type: none"> <li>• To continue to explore the work of a range of artists, craft makers and designers, making comparisons and describing the differences and similarities and making links to their own work.</li> <li>• To express thoughts and feelings about a piece of art.</li> <li>• To reflect and explain the successes and challenges in a piece of art created.</li> <li>• To explain how a piece of art makes them feel – link to emotions. Identify changes they might make or how their work could be developed further</li> </ul>



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	Strand	National curriculum	Expectation
PE	Dance	<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities;</li> <li>• perform dances using simple movement patterns.</li> </ul>	<p>Health and fitness</p> <ul style="list-style-type: none"> <li>• To recognise and describe how the body feels during and after different physical activities.</li> <li>• To explain what they need to stay healthy</li> </ul> <p>Dance Skills</p> <ul style="list-style-type: none"> <li>• To copy, remember and repeat actions.</li> <li>• To create a short motif inspired by a stimulus.</li> <li>• To change the speed and level of their actions.</li> <li>• To use simple choreographic devices such as unison, canon and mirroring.</li> <li>• To use different transitions within a dance motif.</li> <li>• To move in time to music.</li> <li>• To improve the timing of their actions.</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform sequences of their own composition with coordination.</li> <li>• To perform learnt skills with increasing control.</li> <li>• To compete against self and others.</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>• To watch and describe performances, and use what they see to improve their own performance.</li> <li>• To talk about the differences between their work and that of others.</li> </ul>
	Gymnastics	<p>The main KS1 national curriculum aims covered in the Gymnastics units are:</p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</li> </ul>	<p>Health and fitness</p> <ul style="list-style-type: none"> <li>• To recognise and describe how the body feels during and after different physical activities.</li> <li>• To explain what they need to stay healthy</li> </ul> <p>Acquiring and Developing Skills in Gymnastics (General)</p> <ul style="list-style-type: none"> <li>• To copy, explore and remember actions and movements to create their own sequence. Link actions to make a sequence.</li> </ul>



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|  |  |  | <ul style="list-style-type: none"> <li>• To travel in a variety of ways, including rolling.</li> <li>• To hold a still shape whilst balancing on different points of the body.</li> <li>• To jump in a variety of ways and land with increasing control and balance.</li> </ul> <p>Rolls</p> <ul style="list-style-type: none"> <li>• To complete log roll (controlled)</li> <li>• To complete curled side roll (egg roll) (controlled)</li> <li>• To complete teddy bear roll (controlled)</li> <li>• To rock for forward roll</li> <li>• To complete crouched forward roll</li> </ul> <p>Jumps</p> <ul style="list-style-type: none"> <li>• To complete straight jump</li> <li>• To complete tuck jump</li> <li>• To complete jumping jack</li> <li>• To complete half turn</li> <li>• To complete Cat spring</li> <li>• To complete Cat spring to straddle</li> </ul> <p>Handstands, cartwheels and round-offs</p> <ul style="list-style-type: none"> <li>• To bunny hop</li> <li>• To complete front support wheelbarrow with partner</li> <li>• To t-lever</li> <li>• To scissor kick</li> </ul> <p>Travelling and Linking actions</p> <ul style="list-style-type: none"> <li>• To tiptoe, step, jump and op</li> <li>• To hopscotch</li> <li>• To skip</li> <li>• To gallop</li> <li>• To complete straight jump half-turn</li> </ul> <p>Compete/Perform</p> <ul style="list-style-type: none"> <li>• To perform sequences of their own composition with coordination.</li> <li>• Perform learnt skills with increasing control.</li> </ul> |
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			Evaluate
			<ul style="list-style-type: none"> <li>To watch and describe performances and use what they see to improve their own performance.</li> <li>To talk about the differences between their work and that of others.</li> </ul>
	Strand	National curriculum	Expectation
Music	Singing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes;	<ul style="list-style-type: none"> <li>To sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>To sing songs with a small pitch range, pitching accurately.</li> <li>To know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</li> </ul>
	Listening	Listen with concentration and understanding to a range of high-quality live and recorded music;	<ul style="list-style-type: none"> <li>To develop shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>To listen to recorded performances and opportunities to experience live music making in and out of school.</li> </ul>
	Composting	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none"> <li>To create music in response to a non-musical stimulus.</li> <li>To work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> <li>To use music technology to capture, change and combine sounds.</li> </ul>



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Musicianship pulse/beat	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To understand that the speed of the beat can change, creating a faster or slower pace (tempo).</li> <li>• To mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• To walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</li> <li>• To begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</li> <li>• To identify the beat groupings in familiar music that they sing regularly and listen to.</li> </ul>
Musicianship pitch	Play tuned and untuned instruments musically;	<ul style="list-style-type: none"> <li>• To play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</li> <li>• To sing short phrases independently within a singing game or short song.</li> <li>• To respond independently to pitch changes heard in short melodic phrases, indicating with actions.</li> <li>• Recognise dot notation and match it to 3-note tunes played on tuned percussion.</li> </ul>





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	Strand	National curriculum	Expectation
<b>Design Technology</b>	Design	Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology	<ul style="list-style-type: none"> <li>• To have own ideas and plan what to do next</li> <li>• To explain what I want to do and describe how I may do it</li> <li>• To design products for myself and others following design criteria</li> <li>• To choose best tools and materials, and explain choices</li> <li>• To use knowledge of existing products to produce ideas.</li> </ul>
	Make	<ul style="list-style-type: none"> <li>• To select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul>	<ul style="list-style-type: none"> <li>• To explain what I am making and why it fits the purpose *make suggestions as to what I need to do next.</li> <li>• To join materials/components together in different ways *measure, mark out, cut and shape materials and components, with support. *describe which tools I'm using and why</li> <li>• To choose suitable materials and explain choices depending on characteristics.</li> </ul>
	Evaluate		
	Technical Knowledge Materials and structure	Build structures, exploring how they can be made stronger, stiffer and more stable	<ul style="list-style-type: none"> <li>• To measure materials</li> <li>• To describe some different characteristics of materials</li> <li>• To join materials in different ways</li> <li>• To use joining, rolling or folding to make it stronger</li> <li>• To use own ideas to try to make product stronger</li> </ul>



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	Strand	National curriculum	Expectation
<b>RE</b>	Who is a Muslim and what do they believe?		<ul style="list-style-type: none"> <li>☑ Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</li> <li>☑ Re-tell a story about the life of the Prophet Muhammad.</li> <li>☑ Recognise some objects used by Muslims and suggest why they are important.</li> <li>☑ Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.</li> <li>☑ Find out about and respond with ideas to examples of co-operation between people who are different.</li> </ul>
	Who is Jewish and what do they believe?		<ul style="list-style-type: none"> <li>☑ Talk about how the mezuzah in the home reminds Jewish people about God.</li> <li>☑ Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</li> <li>☑ Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.</li> </ul>
	Strand	National curriculum	Expectation
<b>PSHE</b>	Health and Wellbeing	Pupils will be taught: <ol style="list-style-type: none"> <li>1. What is meant by a healthy lifestyle?</li> <li>2. How to maintain physical, mental and emotional health and wellbeing.</li> <li>3. How to manage risks to physical and emotional health and wellbeing.</li> <li>4. Ways of keeping physically and emotionally safe.</li> <li>5. about managing change, including puberty, transition and loss.</li> <li>6. How to make informed choices about health and wellbeing and to recognise sources of help with this.</li> <li>7. How to respond in an emergency.</li> <li>8. To identify different influences on health and wellbeing.</li> </ol>	Staying Safe - I don't Know <ul style="list-style-type: none"> <li>• To know how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul> Consequences - Good Vs Bad <ul style="list-style-type: none"> <li>• To understand that all actions have consequences</li> <li>• To learn to take responsibility for our actions</li> <li>• To recognise how their behaviour affects other people</li> </ul> To recognise how their behaviour and that of others may influence people both positively and negatively           Aspirations - It's a Goal <ul style="list-style-type: none"> <li>• To think about themselves, learn from experiences and recognise what they are good at</li> </ul>



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		<ul style="list-style-type: none"> <li>• To recognise choices that they can make and value their achievements</li> <li>To learn how to set simple goals and targets for themselves</li> <li>Keeping Clean - Bath Time</li> <li>• To learn about the importance of and reasons for bathing and showering</li> <li>To manage basic personal hygiene</li> </ul>
Relationships	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> <li>1. How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts.</li> <li>2. How to recognise and manage emotions within a range of relationships.</li> <li>3. How to recognise risky or negative relationships including all forms of bullying and abuse.</li> <li>4. How to respond to risky or negative relationships and ask for help.</li> <li>5. How to respect equality and diversity in relationships</li> </ol>	<p>Friendship - Hola! Bonjour!</p> <ul style="list-style-type: none"> <li>• To learn about some similarities and differences between people from different countries and the importance of cross-cultural friendships</li> </ul> <p>Friendship - Share Alike!</p> <ul style="list-style-type: none"> <li>• To learn about the importance of sharing as part of friendship and kindness</li> </ul> <p>To recognise the difference between right and wrong and what is fair and unfair</p> <p>Fair and Unfair - It's Not Fair!</p> <ul style="list-style-type: none"> <li>• To recognise what is fair and unfair</li> </ul> <p>To learn to take part in discussions with the whole class</p> <p>Right and Wrong - In the Right</p> <ul style="list-style-type: none"> <li>• To understand the difference between right and wrong</li> </ul> <p>To recognise right and wrong, what is fair and unfair and explain why</p> <p>Co-operation - Negotiation</p> <ul style="list-style-type: none"> <li>• To recognise the importance of listening to other people</li> </ul> <p>To understand the importance of being able to work cooperatively</p> <ul style="list-style-type: none"> <li>• To understand the concept of negotiation</li> </ul> <p>Cooperation - Want to Play?</p> <ul style="list-style-type: none"> <li>• To understand the importance of being able to play and work cooperatively</li> </ul> <p>To work independently and in groups, taking on different roles and collaborating towards common goals</p> <ul style="list-style-type: none"> <li>• To take part in a simple debate about topical issues</li> </ul>



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			<ul style="list-style-type: none"> <li>• To share opinions and explain their views</li> </ul> <p>To reflect on the similarities and differences between people Co-operation - Let's Debate</p>
Living in the wider world	<p>Pupils will be taught:</p> <ol style="list-style-type: none"> <li>1. About respect for self and others and the importance of responsible behaviours and actions.</li> <li>2. About rights and responsibilities as members of families, other groups and ultimately as citizens.</li> <li>3. About different groups and communities.</li> <li>4. To respect equality and to be a productive member of a diverse community.</li> <li>5. About the importance of respecting and protecting the environment.</li> <li>6. About where money comes from, keeping it safe and the importance of managing it effectively.</li> <li>7. How money plays an important part in people's lives.</li> <li>8. A basic understanding of enterprise.</li> </ol>		<p>Our School Common Goals!</p> <ul style="list-style-type: none"> <li>• To understand their role in the class community</li> </ul> <p>To know how to contribute to the life of the classroom</p> <p>Belonging - I belong ...</p> <ul style="list-style-type: none"> <li>• To understand that they belong to various groups and communities</li> </ul> <p>To work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>Belonging - Join Our Club!</p> <ul style="list-style-type: none"> <li>• To develop a sense of belonging in the wider community</li> </ul>