

## Class 2 Medium Term Plan Autumn Term

Subject	Learning Hook	Context	Prior Learning
<b>History</b>	<p>Investigate and interpret the past</p> <p>Build an overview of world history</p> <p>Understand chronology</p> <p>Communicate historically</p>	<p><u>Travel and transport:</u></p> <p>This Travel and Transport unit will teach children about the development of travel and transport throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, the unit focuses on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. It also looks at the significant individuals George Stephenson and the Wright brothers.</p> <p><b>Maths link: Recognise and use language relating to dates and years.</b></p> <p><b>Science link: engineers/ scientists contributions to technology</b></p> <p><b>Geography link – places in the world (countries and continents)</b></p>	<p>Travel Agents (EYFS)</p> <p>Great Fire of London (Autumn Y1)</p> <p>Changes in Living Memory (Spring Y1)</p> <p>Monarchs (SummerY1)</p>
<b>Geography</b>	<p>Investigate places</p> <p>Investigate patterns</p> <p>Communicate geographically</p>	<p><u>What a Wonderful World:</u></p> <p>Children will learn about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed previously using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p> <p><b>Maths link: coordinates, vocabulary relating to position and direction.</b></p> <p><b>Science link: weather/ temperature, climate, seasons</b></p>	<p>Chinese New Year (EYFS)</p> <p>Travel Agents (EYFS)</p> <p>Seaside (EYFS)</p> <p>Local Area Study (Summer Y1)</p> <p>Our Country (Autumn Y1)</p> <p>China (Summer Y1)</p>
<b>Design and Technology</b>	<p>Master practical skills</p> <p>Design, make, evaluate and improve</p> <p>Take inspiration from design throughout history</p>	<p><u>Mechanisms, Wheels and Axles:</u></p> <p>Children learn about the main components of a wheeled vehicle; experiment with mechanisms to help them develop their understanding of how wheels, axels and axel holders work; assume the role of a mechanic to problem-solve why wheels won't rotate; demonstrate learning by designing and building their own moving vehicles.</p> <p><b>Maths Link: Measuring length</b></p> <p><b>Science link – forces</b></p> <p><b>History link – travel and transport</b></p>	<p>Baby Bear's chair</p> <p>Moving monster</p> <p>Fruits and vegetables</p>
<b>Art and Design</b>	<p>Develop ideas</p> <p>Master techniques</p> <p>Take inspiration from the greats</p>	<p><u>Craft and design: Woven Wonders:</u></p> <p>Children will begin to think about what is art and what is craft. They will choose materials to knot, plait, thread and weave, thinking about colours, thickness and flexibility. It will be important that they show resilience and keep going when</p>	<p>Colour splash</p> <p>Tell a story</p> <p>Clay houses</p>

		<p>things don't go right the first time. Through the unit, they will study the work of famous artists Cecilia Vicuña and Judith Scott and create their own loom box.</p> <p><b>Maths Link: Repeating patterns and sequences</b></p>	
<b>Religious Education</b>	<p>Understand beliefs and teachings</p> <p>Understand practices and lifestyles</p> <p>Understand how beliefs are conveyed</p> <p>Reflect</p> <p>Understand values</p>	<p>The children will have the opportunity to discuss and explore the following questions in detail:</p> <ul style="list-style-type: none"> <li>• Is it possible to be kind to everyone all of the time?</li> <li>• Why did God give Jesus to the world?</li> </ul> <p><b>PSHE link – friendship and kindness</b></p>	<p>Christianity – Christmas/ Easter</p> <p>Religious texts</p> <p>Religious buildings</p>
<b>Physical Education</b>	<p>Develop practical skills in order to participate, compete and lead a healthy lifestyle</p>	<p>Invasion games</p> <p><b>Science link – effects of exercise on the body, staying healthy</b></p>	<p>Gymnastics</p> <p>Dance</p> <p>Games</p>
<b>Computing</b>	<p>Code</p> <p>Collect</p> <p>Communicate</p> <p>Connect</p>	<p><u>Online safety:</u></p> <p>Learning about online safety, including using useful tips to stay safe when online; how to manage feelings and emotions when someone or something has upset us online; learning about the responsibility we have as online users; exploring the idea of a 'digital footprint'.</p> <p><u>Algorithms unplugged:</u></p> <p>In this unit, children will learn what an algorithm is, follow an algorithm and write their own. They will explain and give examples of inputs and outputs, creating an achievable program, as well as identify and fix bugs in an algorithm.</p> <p><b>Maths Link: 2D shapes, position and direction</b></p> <p><b>Geography link - maps</b></p>	<p>Computer skills</p> <p>Internet safety</p> <p>Work processing (Autumn Y1)</p>
<b>Music</b>	<p>Perform</p> <p>Compose</p> <p>Transcribe</p> <p>Describe Music</p>	<p><u>Pulse and rhythm - All about me:</u></p> <p>This introductory topic includes lots of activities for getting to know one another. Through listening to a range of different music and playing games, children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.</p> <p><b>Science link – sound (senses)</b></p>	<p>Ourselves</p>
<b>Maths</b>	<p>To multiply and divide.</p> <p>To use statistics.</p> <p>To use measures.</p> <p>To understand the properties of shape.</p>	<p><u>A range of contexts:</u></p> <p>Number and Place value</p> <p>Addition and subtraction</p> <p>Multiplication and division</p> <p>Daily: Recognise and use language relating to dates, including days of the week, weeks, months and years.</p>	<p>Counting in 2s, 5s, 10s – FUN</p> <p>Maths</p> <p>Using statistics in science</p>

		Telling the time and time durations.	
<b>English</b>	Understand texts Transcribe Compose Analyse Present	<ul style="list-style-type: none"> <li>• Narrative: Pinocchio (traditional tale)</li> <li>• Non-fiction: Seasons</li> <li>• Poetry: If I were in charge of the world</li> <li>• Fiction: The Owl who was afraid of the dark</li> </ul> <p><b>Science link – seasonal changes, nocturnal animals</b></p>	<p><u>Fiction:</u> Grandad’s Island The day the crayons quit</p> <p><u>Non-fiction:</u> Big cats Plants</p> <p><u>Poetry:</u> Firework night</p>
<b>PSHE</b>	Understand positive relationships Be an Internet Legend Being a good citizen  Physical Health and fitness Healthy eating Health and prevention	<p><u>Be Yourself:</u> This unit is inspired by the idea that having the confidence to ‘Be yourself’ can have a positive impact on our mental health and emotional wellbeing. It aims to enable children to recognise their positive qualities and appreciate their individuality. In this unit, children are encouraged to recognise different emotions and explore different strategies to help them manage any uncomfortable feelings they experience. They will learn about how big life changes impact on feelings and emotions and explore the importance of sharing their thoughts and feelings.</p> <p><u>Diverse Britain:</u> This unit is inspired by the idea that individuals can have a positive impact on groups and communities to which they belong. It aims to enable the children to identify that they belong to various groups and communities and ways in which they contribute positively to these. In this unit, children learn about community, being good neighbours and looking after the environment. They will also learn about Britain, what it means to be British, about diversity and the importance of celebrating and being respectful of our differences.</p>	Meadows in the Moment One World (Summer Y1) Internet Legends
<b>Science</b>	Work Scientifically Understand animals and humans	<p><u>Using our senses:</u> Children develop their knowledge and understanding of the human body, building on their early experiences during Foundation Stage. They identify and name simple parts of the body, as they draw and label a life size version of themselves or a classmate. The children are introduced to the concept of five senses that help them to find out about the world around them and link those senses to particular parts of their body. Each sense is explored by children as they answer a variety of science questions.</p> <p><u>Sensing Seasons:</u> Children will experience ‘our changing world’, as they observe the effects that changing seasons and weather have on them and on the world around them. They will use their senses as they consider what clothing they should wear in</p>	Ourselves (EYFS) Seasons Materials (Autumn Y1) Understanding Animals and Humans (Spring Y1) Habitats and Plants (Summer Y1)

		<p>different weather conditions and during different seasons of the year. They will carry out seasonal 'scavenger hunts' to collect evidence of the changing seasons and use that evidence to answer science questions. They will share what they have discovered by creating a 'season window' wall display that they add to across the seasons of the year. Children will keep their own weather records and look for patterns in the data that they have collected.</p>	
--	--	--	--

***Maths Link: Statistics***