**Class 2 Medium Term Planning Autumn 2016**

**Literacy**

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| **Fiction** | **Stories in familiar settings**  Explore familiar settings through Margaret Mahy’s story A Lion in the Meadow. Chn generate ideas and plan a story about an animal that lives in their house under the stairs. There is a focus on using simple punctuation and story problems and solutions.  **Traditional Tales**  Explore the brilliant fables: The Frog and the Scorpion and The Ant and the Grasshopper. Write a dialogue between grasshopper’s indignant sister and the cruel ant! Look at compound sentences and storytelling skills. Write a fable. |
| **Non-Fiction** | **Letters & Postcards**  Be inspired to write letters with fantastic excuses by reading John Patrick Norman McHennessy by John Burningham. Create an illustrated letter describing an amazing adventure based Dear Teacher by Amy Husband. Find out about telegrams & emails.  **Information texts**  Children will read information texts relating to Dogs and cats. They will also read Matilda’s Cat and Dogs by Emily Gravett. They will compare these books to information texts before researching and creating their own information pages on an unusual pet. |
| **Poetry** | **Songs and repetitive poems**  Read and enjoy poems with repeating patterns. Then write some of your own about what you see when walking to school, focussing on using fantastic adjectives. Look at patterns in songs by learning, singing, writing and performing rounds.  **Traditional poems for young children**  Read, enjoy and learn by heart, Edward Lear’s wonderful nonsense poem The Owl and the Pussycat. Find out about Edward Lear and explore some of his limericks. Read limericks written by other people. Have fun writing a limerick with support. |

**Maths**

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| **Number and place value** | * Locate 2-digt numbers on a beaded line. * Say which is more. * Say a number between neighbouring multiples of ten. * Count in tens from a single-digit number marking jumps on a beaded line.. * Make a sensible estimate up to 100 (e.g. choosing from 10, 20, 50 or 100). * Show 2-digit numbers on a bead string and write the place value addition (e.g. 26 = 20 + 6). * Partition 2-digit numbers into multiples of ten and one. * Use place value to add and subtract (e.g. 30 + 4, 53 – 3). |
| **Addition and subtraction** | * Use the = sign to represent equality. * Understand how □ can represent an unknown. * Partition 10 and 20 into pairs and write related addition and subtraction facts. * Begin to know by heart pairs with a total of 20. * Add and subtract 10 to/from 2-digit numbers by using counting in tens, not ones. * Find 10p more/less than amounts up to 89p. |
| **Money and Measures** | * Recognise all coins. * Add the values of 2 coins. * Begin to use ordered lists to find all possibilities. * Find the total of 2 times (total) less than 20p). * Find change from 20p. * Read the time to the half hour on digital and analogue clocks. * Read the time to the ¼ hour on analogue clocks. * Begin to identify time intervals. |
| **Measures and Shape** | * Use a uniform unit to measure to the length to the nearest unit. * Measure length to the nearest centimetre. * Choose from a range to estimate the lengths of objects. * Follow and give instructions involving position, direction and movement including left and right. * Recognise whole, half and quarter turns, both clockwise and anticlockwise. * Recognise that a right angle is a quarter turn. |
| **Place value** | * Use pairs to 10 and the image of the 100 beaded string to find what needs to be added to a 2-digit number to make the next multiple of 10. * Use pairs to 10 to find what needs to be added to a 2-digit number to make next multiple of 10. * Solve and write simple number stories involving money. * Add and subtract 10, 11 and 20 in the context of money. |
| **Number and Fractions** | * Describe and continue patterns. * Count in 2s and 10s. * Recognise multiples of 2 and 10. * Understand multiplication as repeated addition. * Count in 10s. * Recognise odd and even numbers to at least 20. * Find halves and quarters of shapes by folding. * Recognise which shapes are divided in halves/ quarters and which are not. * Colour ¼ or ¾ of shapes. |
| **Doubling and halving and Mental addition and subtraction** | * Find doubles to double 20 using bead strings to help. * Investigate which numbers to 30 can be halved (whole number answers), and find that these are even numbers. * Use strips to halve even numbers and write the corresponding double. * Add 10, 20, 11 and 21 to 2-digit numbers less than 80. * Subtract 10, 20, 11 and 21 from 2-digit numbers. |
| **Shape and Data** | * Recognise pentagons, hexagons and octagons including those that are irregular. * Recognise and draw pentagons, hexagons and octagons and describe their properties. * Visualise, make, recognise and describe 2D shapes. * Sort objects according to 2 criteria in a Venn diagram. * Sort 2D shapes according to given criterion using Carroll diagram. |
| **Addition and subtraction** | * Find pairs to 20 and record the addition and subtraction fact. * Recognise/ use the inverse relation between addition and subtraction * Recognise the use of a symbol such as ■ to represent an unknown. * Add single digit numbers to 2-digit numbers (not crossing a multiple of ten) * Subtract 1-digit numbers from 2-digit numbers (not crossing a multiple of ten) * Use number facts and patterns to add and subtract rather than counting on or back in ones. * Use number bonds to 10 and place value to add rather than counting on and back in ones. * Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a 1-100 grid. * Add and subtract 20, 30, 40 and 50 to/from 2-digit numbers using a beaded line. * Add 11 and 12 to 2-digit numbers using the 1-100 grid. * Add 11, 12, 13, 21, 22, 23, 31, 32 and 33 to 2-digit numbers using the beaded line. * Locate 4-digit numbers between multiples of 1000 on landmarked lines. |
| **Mental addition** | * Add near multiples of 10 spotting patterns. * Add near multiples of 10 by adding a multiple of 10 then subtracting 1. * Add near multiples of 10 by adding a multiple of 10 then subtracting 1. * Add a 2-digit number ending in 1, 2 or 3 by counting on in 10s then adding 1, 2 or 3. * Add near multiples of 10 and numbers ending in 1, 2 or 3 choosing how to do so. |

**Science – Animals including Humans**

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| **Animals, including humans** | **Animals, including humans**   * notice that animals, including humans, have offspring which grow into adults * find out about and describe the basic needs of animals, including humans, for survival (water, food and air) * describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene |
| **Living things and their habitats** | **Living things and their habitats**   * explore and compare the differences between things that are living, dead, and things that have never been alive * 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 |
| **Working Scientifically** | **Working Scientifically**   * asking simple questions and recognising that they can be answered in different ways * observing closely, using simple equipment * performing simple tests * identifying and classifying * using their observations and ideas to suggest answers to questions  |  | | --- | |  |  * gathering and recording data to help in answering questions |

**RE & PSHE**

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| **What does it mean to be me?**  **Believing**  **Special Occasions**  **New beginnings** | Believing   * Explore a range of religious stories and sacred writing s and talk about the values and relationships within them, noting similarities where appropriate. * Identify the importance of relationships and recognise the difference this makes to their own and others lives. * Explore how religions, ideas and feelings about identity and relationships can be expressed through story and the creative arts. * Ask, reflect on and respond to questions about the nature, importance and challenges of relationships. * Identify what is important to them about relationships and how the beliefs, values and teachings explored relate to this. * Recognise how religious teachings about people and relationships make a difference in believers’ lives.   Special Occasions   * Name and explore a range of celebrations, worship and rituals in religion. * Explore how religious beliefs and ideas can be expressed through artefacts. * Identify and suggest meanings for religious symbols. * Reflect and consider religious and spiritual feelings, experiences and concepts connected to special occasions eg. Worship, wonder, praise, thanks, concern, joy and sadness. * Reflect on how spiritual and moral values relate to their own experiences.   New beginnings   * Making someone feel welcome * Doing something brave * Solving a problem * Calming down ( helping someone to calm down) |

**Creative Curriculum –**

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| **Oceans and Seas of the World** | Through a series of activities the children will build their knowledge of oceans and seas around the world. They will begin to understand the different environments these represent and how they affect life on land as well as at sea. They will develop their geographical skills and build up their knowledge of food chains, exploration, and evolution. |