

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Teaching and Learning Principles and Curriculum Driver					
Equality of Opportunity Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Enquiry Based Learning Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Inspire awe and wonder Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Force for Positive Change Who or what has been a force for positive change? How can we be a force for positive change?		
Trip to our local area following a map - locating human and physical features of the school and the local area.	Hunting for physical and human features in school and the local area Identifying habitats of different animals	Missing Everywhere Bear Exploring a variety of habitats	Exploring how humans have damaged the local environment		

YEAR 2

Title: Who are we?

Big Bang

-Children to bring in a photo of themselves/family to share with the class.

School Trips/Special Events

-Trip to the local park to identify human and physical features and to follow a map.
-Meet the teacher – 8th September 9am

Celebration

-Sharing maps created in Geography and trying to follow it to move around the school.

Computing

To recognise the uses and features of information technology
To identify the uses of information technology in the school

Key Curriculum Areas: Science and Geography

Science

-To understand if an object is dead, alive or never alive
-To understand why animals live in the habitats they do
-To understand simple food chains and how these are affected due to different conditions

Geography

-To investigate place by locating the four countries of the UK on a map/globe
-To identify physical and human features in our school and local area
-To identify physical and human processes such as pollution
-To communicate geographically

Art – Weaving

-To take inspiration from others
-To develop ideas to create a weaving design
-To master techniques (warps/wefts)

Maths

Place value

Read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two-digit number (tens, ones)

Addition

Number bonds to 20

Add 2 digits and 1 digit numbers

Add 2 digits and tens

Multiplication

Read and write numbers to at least 100 in numerals and in words.

Recognise the place value of each digit in a two-digit number (tens, ones)

Music

-To listen with intent and sing a new song
-To refine singing
-To play the glockenspiel

PE - Outdoor – Athletics

-To develop agility, balance and coordination in athletics

PE – indoor - Dance

Communicate moods, feelings and ideas

English

Narrative - Character description

Description of the Everywhere Bear from the book 'Everywhere Bear' By Julia Donaldson.

Recount –

To write a recount of a day in their lives.

Grammar focus:

Capital letters, full stops, compound sentences and expanded noun phrases.

Spelling – Red words set 1, 2, 3 and 4

Handwriting – Continuous cursive handwriting

Guided reading – daily sessions focusing on reading skills such as predicting, inferring and retrieval.

PSHE

-Dreams and fears for the year
-To understand the learning charter
-To understand rights and responsibilities
-To understand rewards and consequences