

| Medium Term Planning  |   | Learning Journey Map  |   | Term: Autumn 1 | Weeks: 8 |
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| Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture   |   |   |   |                |          |
| Teaching and Learning Principles and Curriculum Driver  |   |   |   |                |          |
| <b>Equality of Opportunity</b><br>Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience | <b>Enquiry Based Learning</b><br>Creative thinkers; Real life challenge<br>Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills | <b>Inspire awe and wonder</b><br>Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc. | <b>Force for Positive Change</b><br>Who or what has been a force for positive change?<br>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<br>Identifying habitats of different animals   | Missing Everywhere Bear<br>Trip to Whipsnade Zoo<br>Exploring a variety of habitats   | Exploring how humans have damaged the local environment   |                |          |

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| <b>YEAR 2</b><br><b>Title: Who are we?</b>  |  | <b>Key Curriculum Areas: Science and Geography</b>   |  | <b>Maths</b><br><b>Place value</b><br>Read and write numbers to at least 100 in numerals and in words.<br>Recognise the place value of each digit in a two-digit number (tens, ones)<br><b>Addition</b><br>Number bonds to 20<br>Add 2 digits and 1 digit numbers<br>Add 2 digits and tens<br><b>Multiplication</b><br>Read and write numbers to at least 100 in numerals and in words.<br>Recognise the place value of each digit in a two-digit number (tens, ones) |  | <b>English</b><br><b>Narrative - Character description</b><br>Description of the Everywhere Bear from the book 'Everywhere Bear' By Julia Donaldson.<br><b>Recount –</b><br>To write a recount of a day in their lives.<br><b>Grammar focus:</b><br>Capital letters, full stops, compound sentences and expanded noun phrases.<br><b>Spelling –</b> Red words set 1, 2, 3 and 4<br><b>Handwriting –</b> Continuous cursive handwriting<br><b>Guided reading –</b> daily sessions focusing on reading skills such as predicting, inferring and retrieval. |  |
| <b>Big Bang</b><br>-Children to bring in a photo of themselves/family to share with the class.  |  | <b>Science</b><br>-To understand if an object is dead, alive or never alive<br>-To understand why animals live in the habitats they do<br>-To understand simple food chains and how these are affected due to different conditions   |  | <b>Music</b><br>-To listen with intent and sing a new song<br>-To refine singing<br>-To play the glockenspiel   |  | <b>PSHE</b><br>-Dreams and fears for the year<br>-To understand the learning charter<br>-To understand rights and responsibilities<br>-To understand rewards and consequences  |  |
| <b>School Trips/Special Events</b><br>-Trip to the local park to identify human and physical features and to follow a map.<br>-Meet the teacher – 9 <sup>th</sup> September 9am<br>-Trip to Whipsnade Zoo |  | <b>Geography</b><br>-To investigate place by locating the four countries of the UK and their capitals<br>-To identify physical and human features in our school and local area<br>-To use aerial photos of the school to identify the different buildings and grounds- To use basic symbols to create a key for a simple school map. |  | <b>PE - Outdoor – Athletics</b><br>-To develop agility, balance and coordination in athletics<br><b>PE – indoor - Dance</b><br>Communicate moods, feelings and ideas  |  |  |  |
| <b>Celebration</b><br>-Sharing maps with reception class created in Geography and trying to follow it to move around the school.  |  | <b>Art – Weaving</b><br>-To take inspiration from others<br>-To develop ideas to create a weaving design<br>-To master techniques (warps/wefts)  |  |   |  |  |  |
| <b>Computing</b><br>-To recognise the uses and features of information technology<br>-To identify the uses of information technology in the school  |  |  |  |   |  |  |  |