





## Medium Term Planning

Term: Autumn 2

Year: 2

*At Western, we aim to develop kind, ambitious, curious, confident and successful young people who are excited about their futures.*

Curriculum Drivers			
Use of technology 	The Natural World 	Diversity 	Values Health and Well-being 
<b>Topic Name: Autumn 2</b> <b>London</b>			
<b>Key Question:</b> <b>What makes London special?</b>			
English		Maths	
<b>Week 1:</b> Letter writing - Paddington <b>Week 2:</b> Letter writing - Paddington <b>Week 3:</b> Diary writing - Samuel Pepys <b>Week 4:</b> Diary writing - Samuel Pepys <b>Week 5:</b> Instruction writing - Bread making <b>Week 6:</b> Instruction writing - Bread making <b>Week 7:</b> Bread making		<b>Week 1 - Week 4:</b> Addition and Subtraction <b>Week 5 - Week 7:</b> Shape	
Science		History	
<b>Uses of Everyday Materials</b> - identify and compare the suitability of a variety of everyday materials including: wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.		- explain the passage of time and timelines in terms of weeks, years, decades linked to historical figures and events studies. - know when and why the Great Fire of London happened and explain changes made to buildings because of the fire	
Geography		PSHE	
<b>Locational Knowledge</b> - be able to locate the 4 countries of the UK. - know the names of the seas around the UK.  <b>Place Knowledge</b> - know the names of the national flowers.		<b>Health and Wellbeing</b> Lesson 1: Experiencing different emotions Lesson 2: Being active Lesson 3: Relaxation: Breathing exercise Lesson 4: Steps to success Lesson 5: Developing a growth mindset Lesson 6: Healthy diet Lesson 7: Looking after our teeth	
Religion and World Views		PE	
- Who is Jewish and what do they believe?		<b>Invasion Games</b> - revisit some skills taught in Y1 but will begin to do this with more accuracy and confidence. - run for longer distances, use over arm throwing techniques and use simple attacking and defending techniques. - skills will be used and applied into a range of games and activities	

*Ambition Collaboration Curiosity Reflection Resilient Resourceful*

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	<ul style="list-style-type: none"> <li>- know that exercise can increase breathing and heart rate and that this has health benefits.</li> </ul> <p><b>Swimming (Autumn term)</b></p> <ul style="list-style-type: none"> <li>- begin to swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- begin to use a range of stroke effectively for example, front crawl, back stroke and breast stroke</li> <li>- begin to perform safe self-rescue in different water-based situations</li> </ul>
<b>Art</b>	<b>Design Technology</b>
<p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>- know how to develop skills in drawing, shading and tone</li> <li>- compare different materials and choose the most appropriate for the outcome e.g. pastels, chalk, felt tips.</li> <li>- know how to use lines to represent things seen, remembered or observed. Beginning to add details.</li> </ul> <p><b>Painting</b></p> <ul style="list-style-type: none"> <li>- compare and name and use primary and secondary colours for specific purpose.</li> <li>- compare, design and create patterns with different tools and media</li> </ul> <p><b>Responding to Art</b></p> <ul style="list-style-type: none"> <li>- compare and describe differences and similarities of the work of two famous artists.</li> <li>- compare and use inspiration from famous notable artists and compare artists' work to their own.</li> </ul>	<p><b>Bread Making</b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>- know how to generate, develop, model and communicate their ideas through talking, drawing and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>- know how to select from and use safely a range of tools and equipment to perform practical tasks with increasing independence.</li> <li>- know how to choose and use a range of materials and components including ingredients according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>- know how to explore and evaluate existing products and explain why they prefer one to the other.</li> <li>- know how to evaluate their ideas and products against design criteria.</li> </ul> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>- have some knowledge of where different foods come from.</li> </ul>
<b>Computing</b>	
<p><b>Computing Legend: Charles Babbage</b></p> <ul style="list-style-type: none"> <li>- The designer of the first mechanical computer, the 'difference engine' (calculator)</li> </ul> <p><b>Computing Systems and Networks – IT around us</b></p> <p>Unit: What is a computer?</p>	

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Key Texts	Launch Event
<p>Coming to England</p> <p>Paddington in London</p> <p>The Great Fire of London</p>	<p>Mystery suitcase: who does it belong to and where has he been? Paddington's suitcase.</p>
Trips, Events & Visitors	Whole School Events
<p>- Katie Gaye: Bright Bites (Oral Health Education) TBC</p> <p>- 22<sup>nd</sup> November – Pantomime P.M.</p>	<p>WB – 13<sup>th</sup> November NTS test week</p> <p>28<sup>th</sup> and 30<sup>th</sup> November – Parent/Carer Consultations</p> <p>30<sup>th</sup> November – Parent 'Stay and Read' session @ 8:45 – 9:30</p> <p>20<sup>th</sup> December – KS1 Christmas Party A.M.</p> <p>22<sup>nd</sup> December – Carols around the tree</p>
Significant Individuals	Characteristics of Learning
<p>Banksy</p> <p>Samuel Pepys</p> <p>Charles Babbage</p>	<p>- Ambition</p>