

St Mary's Medium Term Planning



Year group: 2 **Term:** Autumn 2 **Topic:** Kings and Queens

Literacy

BOOK FOCUS!

- Prince Cinders
- The King Who Banned The Dark
- Paper Bag Princess

Retell – Prince Cinders

Immerse

Immerse with the Story of Prince Cinders

Immerse with a morning of being a prince/princess

Analyse

What are the parts of a story?

Skills

Put the story in chronological order – pictures.

Beginning – How does the story begin? Describe the setting.

Beginning – Introduce the characters.

Build Up – What events will happen before the conflict takes place?

Problem – What is the main problem in the story?

Resolution – How do they solve it?

Ending – How does the story end.

Using conjunctions

Using commas for a list

Exclamation marks

Plan, Do, Review

To write a retell of Prince Cinders

Character Description – The King Who Banned The Dark

Immerse

Read the King Who Banned the Dark

Using role play and acting to act as the King Who Banned the Dark

Analyse

What is a character description – give lots of examples.

Skills

Use expanded noun phrases to describe.

Statements

Present Tense

Adding suffixes – ness, -ful, -ly

Plan, Do, Review

Write a character description for the King who Banned the Dark

Letters – Paper Bag Princess

Immerse

Read the Paper Bag Princess

The Paper Bag Princess has written a letter for the class – what does it say? How can we reply?

Analyse

What is a letter?

Skills

Formality

Questions

Subordination

Plan, Do, Review

Write a letter to the Paper Bag Princess

Maths

Year 2**Measures and Length**

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) to the nearest appropriate unit, using rulers and scales
- Compare and order length and record the results using $>$, $<$ and $=$
- Use standard units of measurement with increasing accuracy, using their knowledge of the number system (to 100). They use the appropriate language and record using standard abbreviations (cm/m) (non-statutory)

Graphs

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- Ask and answer questions about totalling and comparing categorical data.

Multiplication and Division

- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
- show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.

Science

Animals and Survival

	Key knowledge	Key vocabulary
Lesson 1: <i>What do animals need to survive?</i>	<ul style="list-style-type: none">• All animals have three basic needs for survival: water, food, and air.• Shelter is also important for animals.• If something is <i>essential</i>, then we need it to survive.• If something is <i>non-essential</i>, we can survive without it. <p>Working scientifically</p> <ul style="list-style-type: none">• Ask relevant questions and use different types of scientific enquiries to answer them.	<ul style="list-style-type: none">• essential• non-essential• oxygen• shelter• survive
Lesson 2: <i>How do animals</i>	<ul style="list-style-type: none">• Animals, including humans, have offspring (babies) which grow into adults.• Offspring are similar to their parents, but not exactly the same.	<ul style="list-style-type: none">• adult• baby• life cycle• offspring

	<p><i>change as they grow up?</i></p>	<ul style="list-style-type: none"> • Most animal babies need to be fed and cared for by their parents. <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Make careful observations. 	<ul style="list-style-type: none"> • teenager • toddler
	<p>Lesson 3:</p> <p><i>Why is exercise important?</i></p>	<ul style="list-style-type: none"> • Humans need to exercise to be healthy. • Exercise makes your muscles (including your heart) and your bones stronger. • Exercise can make you happier. <p>Working scientifically</p> <ul style="list-style-type: none"> • Make careful observations. • Record findings using simple scientific language, drawings, and labelled diagrams. • Use results to draw simple conclusions and make predictions. 	<ul style="list-style-type: none"> • blood vessels • bones • exercise • heart • heart rate • muscles • pulse
	<p>Lesson 4:</p> <p><i>What is a balanced diet?</i></p>	<ul style="list-style-type: none"> • We need food to survive. • Food can be sorted into different groups. • We need the right amount of different types of food to be healthy. • The food we eat gives our bodies nutrients. <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. 	<ul style="list-style-type: none"> • balanced diet • carbohydrates • fats and sugars • fruit and vegetables • nutrients • protein • vitamins and minerals

	<p>Lesson 5:</p> <p><i>Do I eat a balanced diet?</i></p>	<ul style="list-style-type: none"> We need food to survive. Food can be sorted into different groups. We need the right amount of different types of food to be healthy. <p>Working scientifically</p> <ul style="list-style-type: none"> Report on findings from enquiries, including oral and written explanations. 	<ul style="list-style-type: none"> balanced diet carbohydrates fats and sugars fruits and vegetables nutrients protein vitamins and minerals 	
	<p>Lesson 6:</p> <p><i>What is hygiene and how is it important?</i></p>	<ul style="list-style-type: none"> Hygiene is about keeping yourself and your environment clean in order to stay healthy. Staying clean is important as it keeps you healthy. Germs are tiny living things that can creep into our bodies and make us unwell. Germs can be spread easily. Washing your hands well is the best way to stop germs from spreading. <p>Working scientifically</p> <ul style="list-style-type: none"> Make careful observations. Record findings using simple scientific language, drawings, and labelled diagrams. Report on findings from enquiries, including oral and written explanations. 	<ul style="list-style-type: none"> germs (microbes) hygiene spread 	
History/Geography	<u>Kings and Queens</u>			

	Key knowledge	Key vocabulary	
<p>Lesson 1</p> <p><i>What is a monarch?</i></p>	<ul style="list-style-type: none"> • Monarchs are kings and queens. • Our country has been ruled by kings and queens for many years. • The UK has a hereditary monarchy today. 	<ul style="list-style-type: none"> • coronation • hereditary monarchy 	
<p>Lesson 2</p> <p><i>Why is King William I known as 'William the Conqueror'?</i></p>	<ul style="list-style-type: none"> • William won the Battle of Hastings. • William I became King of England in 1066. • William was known as 'William the Conqueror' because he took over England. 	<ul style="list-style-type: none"> • army • battle • conquer 	
<p>Lesson 3</p> <p><i>Why is King John I known as 'Bad King John'?</i></p>	<ul style="list-style-type: none"> • King John I is remembered as one of the worst kings in English history. • King John I taxed the barons and made them angry. • The barons forced King John I to sign Magna Carta. 	<ul style="list-style-type: none"> • barons • Magna Carta 	
<p>Lesson 4</p> <p><i>Who was Queen Elizabeth I?</i></p>	<ul style="list-style-type: none"> • Queen Elizabeth I beat the Spanish Armada. • She proved that women could be powerful monarchs. • Queen Elizabeth I's time in power is known as the 'Golden Age'. 	<ul style="list-style-type: none"> • invade • portrait 	
<p>Lesson 5</p> <p><i>Who was Charles I and what was the English Civil War?</i></p>	<ul style="list-style-type: none"> • Parliament and the Roundheads beat King Charles I and the Cavaliers in the English Civil War. • Parliament asked a man called Oliver Cromwell to rule. • England and Scotland did not have a monarch for 11 years. • The monarchy restarted when Charles II was asked to become king in 1660. 	<ul style="list-style-type: none"> • civil war • defeated • parliament 	

	<p>Lesson 6</p> <p><i>What does the monarchy do today?</i></p>	<ul style="list-style-type: none"> • King Charles III is the monarch today. • Today, we have a constitutional monarchy. • The Prime Minister is in charge and the King or Queen does not have much power. 	<ul style="list-style-type: none"> • constitutional monarchy • government
<p>Art/Design Technology</p>	<p><u>Painting and Mixed Media – Life in colour</u></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> • Name the primary and secondary colours. • Talk about colour changes they notice and make predictions about what will happen when two colours mix. • Describe the colours and textures they see. • Try different tools to recreate a texture and decide which tool works best. • Show they can identify different textures in a collaged artwork. • Apply their knowledge of colour mixing to match colours effectively. • Choose collage materials based on colour and texture. • Talk about their ideas for an overall collage. • Try different arrangements of materials, including overlapping shapes. • Give likes and dislikes about their work and others. • Describe ideas for developing their collages. • Choose materials and tools after trying them out. 		
<p>Computing</p>	<p>N/A</p>		
<p>PE</p>	<p><u>Gymnastics</u></p> <p>Knowledge</p> <ul style="list-style-type: none"> • In this unit pupils learn explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in 		

combination to create short sequences and movement phrases. Pupils develop an awareness of compositional devices when creating sequences to include the use of shapes, levels and directions. They learn to work safely with and around others and whilst using apparatus. Pupils are given opportunities to provide feedback to others and recognise elements of high quality performance.

Fitness

Knowledge

In this unit pupils will take part in a range of activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

This unit links to the following strands of the NC: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

RE

Prophecy and Promise

By the end of this unit of study, pupils will have encountered the following key texts:

- The Annunciation of John the Baptist.
- The Annunciation of Jesus.
- The Visitation.
- The birth of John the Baptist.
- The Birth of Jesus.

By the end of this unit of study, pupils will know that the Church teaches:

- That prophets and prophetesses communicate God's message inspired by the Holy Spirit.
- John the Baptist is born to be a prophet.
- Advent is the season when Christians prepare for the coming of Jesus Christ.
- Mary is the mother of God and our Mother is trusted by all prayers.

	<p>By the end of this unit pupils will know:</p> <ul style="list-style-type: none"> - Some words of Mary's prayer, The Magnificat in which she gives thanks to God. - That the Advent wreath is a symbol of the coming of light. - How the Christmas story is celebrated in song: carol services. <p>By the end of this unit, pupils will know:</p> <ul style="list-style-type: none"> - About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming. - Advent preparations in different cultures. - The meaning and interpretations of candles/wreath in different cultural contents.
Spanish	<p>TRANSPORT</p> <ul style="list-style-type: none"> - In this unit pupils will learn 7 modes of transport (nouns and definite articles/determiners)
Music	<p>On This Island</p> <ul style="list-style-type: none"> - In this new unit, the children learn folk songs and create sounds to represent three contrasting landscapes: seaside, countryside and city.
RSE	N/A
Immersive Events/Visits/Visitors etc	<p>Nativity Pantomime</p>