

Squirrel Class Medium Term Plan (Autumn Term 2016): *Ourselves*

Subject	Objectives and aims	Subject outcome
Literacy	<p>Stories in familiar settings, fantasy stories, information texts, poetry</p> <ul style="list-style-type: none"> ● Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ● Become familiar with key stories ● Discussing the significance of the title and events ● Making inferences on the basis of what is being said and done ● Participate in discussion about what is read to them, taking turns and listening to what others say ● Saying out loud what they are going to write about ● Composing a sentence orally before writing it ● Sequencing sentences to form short narratives ● Re-reading what they have written to check that it makes sense ● Evaluating their writing with the teacher and other pupils (Y2) ● Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form (Y2) 	<ul style="list-style-type: none"> ● Children will be able to use talk for writing to help them write their own story ● Children are to adapt a familiar story to create their own ● Children to recognise characters, settings and plot in a story ● Children will be able to write facts about something to produce an information text ● Children will be able to recite a poem ● Children will be able to write their own poem
Maths	<p>Number and place value</p> <ul style="list-style-type: none"> ● Count and order numbers to 20, using more than and less than ● Count on and back in 10s from any number up to 100 ● Order and compare 2-digit numbers and say a number between ● Count on and back in ones to 100 ● Understand place value in 2-digit numbers by creating 2-digit numbers ● Understand place value in teen numbers (Y1) <p>Addition and subtraction</p> <ul style="list-style-type: none"> ● Find addition pairs to 5, 6, 7, 8 and 9 ● Recall number facts to 20, number pairs and bonds to 10 and 20 ● Count on and back 1, 2, 3 from numbers up to and just beyond 20 ● Add several 1-digit numbers ● Add 1-digit to 2-digit numbers to reach the next multiple of 10 ● Add and subtract multiples of 10 to and from a 2-digit number ● Find change from 10p and 20p by counting up (Y2) ● Use number facts to 10 to solve problems (Y2) ● Add 1-digit to 2-digit numbers to reach the next multiple of 10 (Y2) <p>Multiplication</p> <ul style="list-style-type: none"> ● Count in 10s to 100 (Y2) <p>Measurement</p> <ul style="list-style-type: none"> ● Recognise and know the value of 1p, 2p, 5p, 10p, 20p, 50p and £1 coins ● Combine amounts to make particular values; match different combinations of coins to make equal amounts of money ● Begin to recognise units of time (minutes, hours, days, weeks, months, years) ● Tell the time to the nearest hour, half hour and quarter of an hour using analogue and digital clocks ● Begin to say the time ten minutes, or twenty minutes, later or earlier ● Choose and use appropriate standard units to measure lengths and heights in any direction ● Compare and measure lengths or heights ● Add and subtract money of the same unit; solving money problems in a practical context ● Give change using appropriate coins and calculating the amount to be given (Y2) ● Solve simple problems involving comparing and sequencing intervals of time using appropriate units (Y2) 	<ul style="list-style-type: none"> ● Children to be confident in age appropriate objectives ● Children to have a good understanding on place value ● Children to know number bonds to 10 ● Children to recall 10 times table ● Children to recognise units of time ● Children to use vocabulary relating to position and direction

Squirrel Class Medium Term Plan (Autumn Term 2016): Ourselves

	<p>Position and direction</p> <ul style="list-style-type: none"> ● Begin to recognise basic line symmetry ● Describe position, directions and movements including half, quarter and three-quarter turns ● Identify right angles as quarter turns (Y2) 	
History	<ul style="list-style-type: none"> ● Changes within living memory <ul style="list-style-type: none"> - Looking at how shops have changed over time since the 1930s ● The lives of significant individuals <ul style="list-style-type: none"> - Alexander Graham Bell – how he invented the telephone ● Events beyond living memory <ul style="list-style-type: none"> - How did people communicate with each other before telephones were invented? 	<ul style="list-style-type: none"> ● Children will be able to explain how shops have changed over time, both externally and internally ● Children will be able to explain how telephones have changed throughout time
Geography	<ul style="list-style-type: none"> ● Identify what is in the immediate environment ● Use first-hand observation and experience to enhance locational awareness ● Describe the local area ● Explain what certain symbols represent on a map 	<ul style="list-style-type: none"> ● Children can use positional language to describe location ● Children can understand what certain symbols represent ● Children will be able to create a map of their journey to school ● Children will know about different modes of transport
Science	<ul style="list-style-type: none"> ● Identify, name, draw and label the basic parts of the human body ● Say which part of the body is associated with each sense ● Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene ● Observe changes across the four seasons 	<ul style="list-style-type: none"> ● Children are able to label basic parts of the human body ● Identify which part of the body is linked to which sense ● Describe the importance of having a healthy lifestyle ● Observe changes in season between autumn and winter
Art/D&T	<ul style="list-style-type: none"> ● To explore how toy vehicles are constructed and move ● To investigate the best way of attaching wheels and an axle ● To build a vehicle for a purpose ● To make design and evaluate a final product ● Investigate mark making ● To use different tools, surfaces, media and stories as a stimulus 	<ul style="list-style-type: none"> ● Children will be able to use pencil drawings to create a self-portrait ● Children will be able to produce a vehicle that moves, which could possibly help someone
Music	<ul style="list-style-type: none"> ● To distinguish between longer and shorter sounds ● To recognise the difference between pulse and rhythm 	<ul style="list-style-type: none"> ● Children will be able to create interesting sequences of sounds ● Children will be able to perform with a sense of pulse