

Medium Term Planning		Learning Journey Map		Term: Autumn 2	Weeks: 7
Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture					
Curriculum Principles					
<b>Equality of Opportunity</b> 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> Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	<b>Inspire awe and wonder</b> Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	<b>Sustainability</b> Emotional Intelligence; Love for learning and collaboration; Care for the environment and community; Fostering tolerance, understanding and empathy		
- To use online programmes to explore algorithms and debugging a system to solve problems. - Collaborate to create a piece of music using visual scores.	-Exploring the life of a historical figure using pictures, books and online sources. -Mixing primary colours to create secondary colours. Experimenting with different materials and techniques to create patterns.	- A collection of firework videos to inspire creative vocabulary. - Investigate how firework patterns are created using different techniques.	- To understand that people have stereotypes for boys and girls. - To understand that bullying is sometimes about difference. - To understand that it is ok to be different from other people and to be friends with them.		
<b>YEAR 2</b> <b>Title: Gunpowder, Treason &amp; Plot.</b>		<b>Key Curriculum Areas:</b> History, ART & RE		<b>English</b> <b>Non-Fiction</b> 'The Gunpowder plot' by Liz Gogerly - To write about a person's life using key vocabulary related to the text e.g. parliament, religion, Catholic and Protestant. - To use third person. E.g. They, them and - To write in past tense. - To use simple and compound sentences. <b>Non-Fiction</b> 'The story of Hanukkah' by David Adler - Setting description using expanded noun phrases. -Narrative writing. Beginning, build-up, problem, solution and ending. - Conjunctions 'and, but, because and when'. - <b>Spelling-</b> See Autumn 2 Spelling list. - <b>Handwriting:</b> continuous cursive handwriting. - <b>Guided Reading:</b> daily sessions teaching reading skills <b>Cross Curricular Links</b> Guy Fawkes – History The story of Hanukkah- RE The story of Hanukkah- RE	
<b>Big Bang:</b> <b>Firework montage</b>		<b>History-</b> Guy Fawkes -To use source to gather factual information about Guy Fawkes. -To label a timeline with events from the past. -To recognise the difference between past consequences of Guy Fawkes' actions. -To use key vocabulary to express the events of the past. -To compare then and now using sources. -To describe the events of Guy Fawkes' life with cross-curricular links to English.		<b>Maths</b> <b>Place value-</b> tens and ones. Reading, writing and recognising numbers up to 100. Count in steps of 10 forward and backward from any number. Recognise the place value of a two-digit number (tens and ones).  <b>Subtraction</b> - Recall and use subtraction facts to 20 and use related facts to 100.  <b>Division-</b> To use multiplication facts to help recall and use division facts for 2's, 5's and 10's.  <b>2-D shapes-</b> To identify the properties of shapes, including the number of sides.	
<b>Celebration</b> Burning Guy Fawkes Effigy.		<b>Religious Education-</b> Judaism -To retell the key events of the Hanukkah story by David Adler. -To explore the emotions and experiences of Judah Maccabee. -To investigate how Hanukkah is celebrated.		<b>PE outdoor</b> – Multi skills -To develop their ability to line themselves up with a target. To describe different ways of sending the ball to hit a target.  -To be able to play 2v1 – 3v1 games using a combination of skills; throwing, catching, running, balancing, hopping, jumping and ball skills.	
<b>Computing</b> – DBS Primary Algorithms- Understanding what algorithms are and how they work. Programs- Understanding the concept of debugging and how to solve problems in programming. To understand how a computer processes instructions and commands.		<b>ART</b> -To learn how to use a range of painting techniques such as think and thick brushes, blowing, string, and drip painting. - To learn how to mix primary colours to make secondary colours and how to add white to colours to make a tint.		<b>Music</b> –Specialist teacher To explore graphic scores and instruments. To collaborate using a visual score.	
<b>PSHE</b> - Celebrating difference -Boys and Girls (knowing the stereotypes of boys and girls and understanding that it's ok to be different). -Bullying- why it happens and how to overcome it.					