

Medium Term Planning		Learning Journey Map		Term: Autumn 1	Weeks: 7
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> 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>Force for Positive Change</b> Who or what has been a force for positive change? 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 Identifying habitats of different animals	International day – sharing individual cultures/dress/dance  Missing Everywhere Bear we have to find	Exploring how humans have damaged the local environment		

## YEAR 2

### Title: **Who are we?**

**Big Bang**  
-All about me passport

**School Trips/Special Events**  
-Trip to Durants Park to investigate physical and human features (4/10/22)

**Celebration**  
Picnic with the Everywhere Bear.

**Computing –NCCE**  
Creating media – Digital Photography  
Programming A – Robot Algorithms  
Data and information – pictograms

**Art – Weaving**  
-To take inspiration from others  
-To develop ideas to create a weaving design  
-To master techniques (warps/wefts)

**Curriculum opportunities:**  
History:  
Introduce timeline and recap Y1 learning

**Learning Journey – Science**  
-To understand if an object is dead, alive or never alive  
-To understand why animals live in the habitats they do  
-To understand simple food chains and how these are affected due to different conditions

**Learning Journey - Geography**  
-To investigate place by locating the four countries of the UK on a map/globe  
-To identify physical and human features in our school and local area  
--To identify physical and human processes such as pollution  
-To communicate geographically

**Maths**  
**Place value**  
Recognising numbers to 50  
Identify tens and ones in a 2-digit number  
Compare and order numbers  
**Addition**  
Number bonds to 20  
Add 2 digits and 1 digit numbers  
Add 2 digits and tens  
**Subtraction**  
Numbers bonds to 20  
Subtract 2 digits and 1 digit numbers  
Subtract 2 digits and tens  
**Geometry**  
Properties of 2D shapes

**Music**  
-To listen with intent and sing a new song  
-To refine singing  
-To play the glockenspiel

**PE - Outdoor – Athletics**  
-To develop agility, balance and coordination in athletics  
**PE – indoor - Dance**  
Communicate moods, feelings and ideas

**English**  
**Narrative - Character description**  
Description of the Everywhere Bear from the book 'Everywhere Bear' By Julia Donaldson.  
Focus on adjectives, nouns, verbs and conjunctions (and, but, because)  
**Poetry – acrostic poem**  
Acrostic poem on individual children.  
Focus on expanded noun phrases, and structure of an acrostic poem.  
**Spelling – Red words set 1, 2, 3 and 4**  
**Handwriting – Continuous cursive handwriting**  
**Guided reading – daily sessions focusing on reading skills**

**PSHE**  
-Dreams and fears for the year  
-To understand the learning charter  
-To understand rights and responsibilities  
-To understand rewards and consequences  
**P4C - respect**  
-Discussion based around accepting others for who they are