

At Knights Enham Schools we provide...

Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.

'Together We Achieve'

Year 2 Autumn Medium Term Planning Overview



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Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science							
Geography	Local Area I can find England and Andover on a map I can use Geographical vocabulary to describe the features of Andover. Make a mindmap listing features of Andover NC: objective 1,3 & 4	Local Area I can describe my house and its immediate surroundings. NC: objective 3 & 4	Local Area I can use simple mapwork skills to describe my route to school NC: objective 4	Local Area I can use simple fieldwork and observational skills to describe the area around school. I can use key human geography vocabulary. Go on a local area walk NC: objective 2 & 4	Local Area I know my address and can find it and school on a street map NC: objective 4	Local Area I can use simple fieldwork and observational skills and can describe what I saw at the lakes. Identify which features are human and which are natural NC: objective 4	Local Area Assessment. I can use human and physical vocabulary I can draw a simple map I can locate Andover. Children make a welcome to Andover leaflet labelling photos and annotating maps. NC: objective 1, 2, 3,4
RE	Bread as a Symbol Communicate I can describe in simple terms my response to bread.	Bread as a Symbol Apply I can identify some simple examples of how bread relates to my life and others.	Bread as a Symbol Enquire I can describe in simple terms how bread can be a symbol.	Bread as a Symbol Contextualise I can describe in simple terms how Christians use bread as a symbol at Harvest.	Bread as a Symbol Contextualise I can describe in simple terms how Christians use bread as a symbol at Harvest.	Bread as a Symbol Contextualise I can describe in simple terms how Christians use bread as a symbol at Harvest.	Bread as a Symbol Evaluate I can describe in simple terms the value of bread a symbol at Harvest.
Computing	Unit 2.1 – Coding Algorithms I can understand what an algorithm is.	Unit 2.1 – Collision Detection I can create a program using a given design.	Unit 2.1 – Using a Timer I can understand that algorithms follow a sequence. I can design an algorithm that	Unit 2.1 – Different Object Types I can understand that different objects have different properties. I can understand what	Unit 2.1 – Buttons I can create a program using a given design.	Unit 2.1 – 'Smelly Code' Debugging I can say what debugging means.	

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	I can create a computer program using an algorithm. NC 1	I can understand the collision detection event. NC 2	follows a timed sequence. NC 2, 3	different events do in code. NC 2, 3	I can understand the function of buttons in a program NC 2, 3	I can understand the need to test and debug a program repeatedly. I can debug simple programs NC 2, 3	
Art/DT	ART Artist study Henry Moore Still life I can talk about an artist. NC 4	ART I can use a variety of mark making tools to create pattern and tone. NC 3	ART I can use a selection of drawing pencils to create line, shade and tone. NC 3	ART I can draw using a drawing pencil using nature as inspiration to create texture, line and pattern. NC 3	ART I can draw using a drawing pencil using nature as inspiration to create texture, line and pattern. NC 3	ART I can draw using a drawing pencil, using my experience of drawing pattern, line and form in nature. NC 2 and 3	ART I can compare and contrast my work looking at similarities and differences, with that of Henry Moore. NC 4
PSHE	Me and My Relationships Pre unit assessment Our ideal classroom 1 I can suggest actions that will contribute positively to the life of the classroom and make and undertake pledges based on those actions. SCARF 1 Lesson 1	Me and My Relationships Our ideal classroom 2 I can take part in creating and agreeing classroom rules. SCARF 1 Lesson 2	Me and My Relationships How are you feeling today? I can use a range of words to describe my feelings and recognise that people have different ways of expressing their feelings. SCARF 1 Lesson 3	Me and My Relationships Let's us all be happy! I can recognise, name and understand how to deal with feelings and explain where someone could get help if they were being upset by someone else's behaviour. SCARF 1 Lesson 4	Me and My Relationships Being a good friend I can recognise that friendship is a special kind of relationship and identify some of the ways that good friends care for each other. SCARF 1 Lesson 5	Me and My Relationships Don't do that! I can understand that bullying and unkind behaviour are both unacceptable ways of behaving. SCARF 1 Lesson 6	Me and My Relationships Bullying or teasing? I can say what is meant by the terms 'bullying' and 'teasing' and show an understanding of the difference between the two. SCARF 1 Lesson 7 Post unit assessment
PE	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can show my understanding of gymnastic basic actions. NC: 1 FSS –Team I can work as a member of a whole class. NC: 2	FOM- Gym I can select and link basic gymnastics actions into fluent short movement phrases. NC: 1 FSS –Team I can work with and against a team of multiple members. NC: 2

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Music		I can create short sounds with varied dynamics that represent an animal NC: 1 NC: 4	I can copy a short sound pattern NC: 1 NC: 4	I can explore call and response using instruments NC: 1 NC: 4	I can create sound patterns based on call and response NC: 1 NC: 4	I can perform different sound patterns with contrasting dynamics NC: 1 NC: 4	Assessment checkpoint Perform, evidence and evaluate NC: 1 NC: 4
Collective Worship	Autumn	Autumn School Values	Independence	Respect	Collaboration	Harvest	Harvest

Autumn 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English & Maths	See Separate Subject Overview						
Science	Living Things and Their Habitats I can identify the characteristics that are common to living things. Is a flame alive?	Living Things and Their Habitats I can explore and compare the differences between things that are living, dead and things that have never been alive	Living Things and Their Habitats I can identify different habitats.	Living Things and Their Habitats I can find out about the plants and animals that live in a certain habitat. (sea shore?)	Living Things and Their Habitats I can find out about the plants and animals that are found in Antarctica.	Living Things and Their Habitats I can understand what a food chain is.	
Geography	Antarctica I can locate and name Antarctica and Europe on a map NC 1 & 4	Antarctica I can identify the geographical features of Antarctica. NC 3	Antarctica I can compare Antarctica with Andover NC2				
History				Scott of the Antarctic-significant individual I can use a picture to find out about the past NC 3	Scott of the Antarctic- I can compare the past with the present. NC 3	Scott of the Antarctic I can explain why Scott is famous despite his failure to reach the South Pole NC 3	
RE	Candlelight as a Symbol Communicate I can describe in simple terms my response to Candlelight.	Candlelight as a Symbol Apply I can identify simple examples of responses to	Candlelight as a Symbol Enquire I can simply describe how candlelight can	Candlelight as a Symbol Contextualise I can simply describe how candles are used at Advent.	Candlelight as a Symbol Contextualise	Candlelight as a Symbol Contextualise	Candlelight as a Symbol Evaluate - I can describe in simple terms, the

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		candlelight in different situations.	be a symbol and what symbol means.		I can simply describe how candles are used at Hannukah.	I can simply describe how candles are used at Diwali.	value of candlelight to each of the religions.
Computing	Unit 2.2 Online safety Searching and Sharing I can refine searches using the Search tool. I can share work electronically using the display boards. I can use digital technology to share work on Purple Mash to communicate and connect with others locally. I can show I have some knowledge and understanding about sharing more globally on the Internet. NC 5	Unit 2.2 Online safety Email Using 2Respond I can introduce Email as a communication tool using 2Respond simulations. I can understand how we talk to others when they are not there in front of us. I can open and send simple online communications in the form of email. NC 5	Unit 2.2 Online safety Digital Footprint I can understand that information put online leaves a digital footprint or trail. I can begin to think critically about the information they leave online. I can identify the steps that can be taken to keep personal data and hardware secure. NC 5	Unit 2.3 – Spreadsheets Introduction to Spreadsheets I can understand what a spreadsheet is used for. I can understand what a spreadsheet looks like. I can navigate around a spreadsheet and enter data. I can learn new vocabulary related to spreadsheets. NC 4	Unit 2.3 – Spreadsheets Adding Images to a Spreadsheet I can add different types of images to a spreadsheet. I can use image as calculation aids. I can use the 'move cell' tool to make images draggable. NC 4	Unit 2.3 – Spreadsheets Exploring images and values I can use clipart images in a spreadsheet. I can assign values to images. I can use assigned values in calculations. NC 4	Unit 2.3 – Spreadsheets Totalling tools I can use 2Calculate totalling tools. I can use 2Calculate to solve a simple puzzle. NC 4
Art/DT	ART Artist study Wassily Kandinsky Painting and sculpture I can talk about an artist NC 4	ART I can identify and create patterns inspired by nature. I can print using fruit, vegetables, flowers and leaves. NC 2 and NC 3	ART I can identify primary and secondary colours. I can identify warm and cold colours NC 3	ART I can choose a cold colour palette. NC 3 I can choose and draw an appropriate, simple image to create a repeating pattern using cold colours. NC 2 and NC 3	ART I can make a tile to print a repeating pattern. NC 2 and NC 3	ART I can create a Christmas card for my family using printing and art techniques. NC 1	ART I can compare and contrast my work with that of Wassily Kandinsky and Beatriz Milhazes. NC 4
PSHE	Valuing Difference Pre unit assessment What makes us who we are I can identify some of the physical and non-physical differences and	Valuing Difference My special people I can identify people who are special to me and explain some of the ways those people are special. SCARF 2 Lesson 2	Valuing Difference How do we make others feel? I can recognise and explain how a person's behaviour can affect other	Valuing Difference When someone is feeling left out I can explain how it feels to be part of a group and explain how it feels to be left out from a group.	Valuing Difference An act of kindness I can recognise and describe acts of kindness and unkindness and explain	Valuing Difference Solve the problem I can demonstrate active listening techniques. SCARF 2 Lesson 6	Valuing Difference Post unit assessment

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	similarities between people. I can use words and phrases that show respect for other people. SCARF 2 Lesson 1		people. SCARF 2 Lesson 3	SCARF 2 Lesson 4	how these impact on other people's feelings. SCARF 2 Lesson 5		
PE	FMS- Ball I can send and receive a beanbag. NC: 1 FSS- Gym I can explore apparatus safely. NC: 1	FMS- Ball I can send and receive balls of different sizes. NC: 1 FSS- Gym I can explore travelling, jumping and moving on different sets of apparatus. NC: 1	FMS- Ball I can send and receive a ball with control. NC: 1 FSS- Gym I can show basic gymnastic shapes on apparatus stationary. NC: 1	FMS- Ball I can send and receive a ball at a target. NC: 1 FSS- Gym I can move and travel on apparatus linking gymnastic shapes together. NC: 1	FMS- Ball I can send and receive a beanbag into a target/net/bucket. NC: 1 FSS- Gym I can handle large apparatus safely. NC: 1	FMS- Ball I can send and receive a ball into a target/net/bucket. NC: 1 FSS- Gym I can link gymnastics shapes into and around using apparatus. NC: 1	FMS- Ball I can send and receive a ball with control and accuracy. NC: 1 FSS- Gym I can handle large apparatus and show basic gymnastic actions on/off. NC: 1
Music		I can explore listening and analysing a piece of music in relation to a story NC: 2 NC: 3	I can explore how music and sound effects can tell a story NC: 2 NC: 3	I can select appropriate sounds to match events, characters and feelings in a story NC: 2 NC: 3	I can suggest appropriate sounds to represent parts of a story NC: 2 NC: 3	I can perform a composition showing changes in tempo and dynamics NC: 2 NC: 3	Assessment checkpoint Perform, evidence and evaluate NC: 2 NC: 3
Collective Worship	Resilience	Remembrance Day	Anti-Bullying Children in Need	Nurture	Nativity	Christmas Jumper Day	Christmas