Downview Primary School
Medium Term Planner

Our school is underpinned by our 6 school values which were decided upon by staff and children. These values are: **Collaboration, Communication, Co-operation, Creativity, Independence, Resilience.** Together we live by the motto that **"At Downview we grow and learn together everyday."** At Downview Primary our behaviour mantra is that we are **"kind, respectful and safe."**

End of Unit Assessment Activity:
White Rose Autumn term Maths Assessment
Song of Sounds Phonic Assessment
Reading HFW
Spelling CEW

Wow moments:
Christingle service at St. Mary's church – Monday 7th December
Woodland Day Friday 11th December
Father Christmas visit
Class Party and Christmas jumper day

Year Group: 2
Autumn Term: 2

Curriculum focus:
Fictional Worlds and Fantasy

Autumn Term 2

	Week 1 2/11/26	Week 2 9/11/26	Week 3 16/11/24	Week 4 23/11/26	Week 5 30/11/26	Week 6 7/12/26	Week 7 14/12/26
English	**The dragon Machine by Helen Ward** I can use positional language to describe. I can use conjunctions to extend ideas.	**The Dragon Machine** I can understand, use and correctly spell words with the prefix –un. I can write commands that give advice. I can write information using a range of sentence types. I can write sentences that describe and explain. I can create expanded noun phrases.	**The Dragon Machine** I can identify verbs with –ed suffix. I can describe using verbs. I can use and spell word with the prefix –un. I can sequence main events in a story. I can use conjunctions to join my ideas. I can use prepositions to describe position. I can identify mistakes in my writing.	**Lizzy and the Cloud by The Fan Brothers** I can ask a range of questions. I can use noun phrases to describe and specify. I can use a range of sentence types to create an advert. I can add detail using conjunctions and prepositions.	**Lizzy and the Cloud by The Fan Brothers** I can use a range of sentence types to write a letter of advice. I can explore unfamiliar vocabulary. I can use subordinating conjunctions to explore emotions. I can use suffixes to write a postcard in role. I can plan a guidebook.	**Lizzy and the Cloud by The Fan Brothers** I can use a range of sentence types to engage the reader. I can write in the present tense to create a guidebook. I can give advice in the form of a guidebook. I can edit and improve my writing.	**Christmas Activities** I can write a Christmas wishlist. I can retell the Christmas story.
Reading	Zog I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.	Toys in Space I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.	The Magic Finger I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.	The Magic Finger I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.	Christmas Text I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read	Christmas Comprehension I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.	Assessment Star Assessment for children on Purple Books I can sound out most unfamiliar words accurately without due hesitation. I can answer question and make some inferences. I can explain what has happened so far in what has been read.
Phonics	Stage 2 recap Assessment week Au, aw a-e, e-e, i-e, o-e, u-e air, ear, ere	Stage 3 recap Ee,ey,y,ie Dge, ge, g Kn, gn, nn C, se, ce Le, el, al	Stage 3 recap Ee,ey,y,ie Dge, ge, g Kn, gn, nn C, se, ce Le, el, al	Stage 3 recap Ee,ey,y,ie Dge, ge, g Kn, gn, nn C, se, ce Le, el, al	Stage 3 recap Ee,ey,y,ie Dge, ge, g Kn, gn, nn C, se, ce Le, el, al	Stage 3 recap Ee,ey,y,ie Dge, ge, g Kn, gn, nn C, se, ce Le, el, al	Assessment
Maths	**Addition and Subtraction – Step 9** I can add numbers using concrete objects, pictorial representations, and mentally. I can add a 2-digit number and 1s (across a 10). I can add a 2-digit number and 10s. **Friday – The Four Calculations**	**Addition and Subtraction – Steps 10-12** I can subtract numbers using concrete objects, pictorial representations, and mentally. I can subtract a 2-digit number and 1s. I can subtract a 2-digit number and 10s.	**Addition and Subtraction – Steps 13-16** I can add and subtract numbers using concrete objects, pictorial representations, and mentally. I can add and subtract a 2-digit number and 1s. I can add and subtract a 2-digit number and 10s. I can add two 2-digit numbers. **Friday – The Four Calculations**	**Addition and Subtraction – Steps 17-21** I can add and subtract numbers using concrete objects, pictorial representations, and mentally. I can add and subtract a 2-digit number and 1s. I can add and subtract a 2-digit number and 10s. I can subtract two 2-digit numbers. I can compare and order numbers from 0 up to 100.	**Shape – Steps 1-6 – 2D Shapes and Symmetry** I can name 2D shapes and recognise them in different orientations. I can identify and describe the properties of 2D shapes, including the number of sides. I can draw lines of symmetry in a vertical line on 2D shapes.	**Shape – Steps 7-11 3D Shapes, shape sorting and pattern** I can name 3D shapes and recognise them in different orientations. I can identify 2D shapes on the surface of 3D shapes. I can identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.	**Shape – Step 12 Pattern** I can identify and make a pattern using 2D and 3D shapes. White Rose Autumn Term Assessments Paper 1 - Arithmetic Paper 2 – Reasoning **Friday – The Four Calculations**

				I can use <, > and = signs.		I can compare and sort common 2-D and 3-D shapes and everyday objects	
	Mastering Number	**Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**	**Mastering Number**
Science	I can classify animals using simple characteristics. I can talk about vertebrates and invertebrates	I can investigate the different stages of growth in insects and animals. I can make simple life cycles.	I can recognise that animals including humans have offspring which grow into adults.	I can recognise the stages of life a human goes through and use the vocabulary baby, toddler, child, teenager, adult.	I can describe the basic needs animals including humans have to survive.	I can talk about the importance of exercise, healthy food and hygiene for humans.	
History	I can draw how I looked at different stages of my life. I can explain changes in my own life. I can talk about the differences between now and when I was younger.	I can talk about why we have remembrance day and why.	I can create a timeline of events that have happened in my lifetime.				
Woodland						Friday 11th December – Woodland Day I can explore whittling to create a mud pen. I can create a Christmas decoration from natural woodland objects.	
Art	I can explore drawing techniques using a range of materials	I can explore and describe texture through texture and rubbings.	I can develop tonal shading skills using control and pressure.	I can develop an initial sketch for an observational drawing.	I can use tone and texture to create an observational drawing.	I can design and make my own Christmas card.	I can mix and mould foods with close supervision. I can use tools with accuracy – rolling pin, cutters, I can design my own biscuit topping.
Music	**Charanga – Ho, Ho, Ho** To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	**Charanga – Ho, Ho, Ho** To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	**Charanga – Ho, Ho, Ho** To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	**Christingle songs** Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader.	**Christingle songs** Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader.	**Christingle songs** Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader.	

Computing	**Purple Mash – Making Music – Lesson 1** I can make music digitally using 2sequence. I can explore, edit and combine sounds using 2sequence.	**Purple Mash – Making Music – Lesson 2** I can add sounds to a tune to improve it. I can think about how music can be used to express feelings and create tunes which depict feelings.	**Purple Mash – Making Music – Lesson 3** I can upload a sound from the bank of sounds into the Sounds Section. I can record my own sound and upload it into the Sounds Section. I can create my own tune using sounds which I have added to the Sounds Section.	**Purple Mash – Online Safety – Online relationships** I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. I can explain who I should ask before sharing things about myself or others online.	**Purple Mash – The Internet – Lesson 1** I can describe what the internet is. I can describe what the World Wide Web is. I can give examples of browsers. I can understand that the internet connect people and information all around the world.	**Purple Mash – The Internet – Lesson 2** I can name examples of smart devices. I can recognise that a smart device is something that is able to connect to the internet. I can describe how modems, routers and cables help people to connect to the internet.	**Purple Mash – The Internet – Lesson 3** I can explain the difference between a website and a webpage. I can use a website to find information. I can answer questions about animals using the National Geographic website.
RE				I can identify what matters to me and others, including those with religious commitments, and communicate my responses. I know that Christingle is a Christian celebration which leads up to Christmas. I can explain what Christingle is and how it's celebrated. I can sing Christingle songs. I can label a Christingle and explain the importance of each part.	I can identify what matters to me and others, including those with religious commitments, and communicate my responses. I know that Christingle is a Christian celebration which leads up to Christmas. I can explain what Christingle is and how it's celebrated. I can sing Christingle songs. I can make a Christingle.	Visit St Mary's Church for the Christingle service.	
PSHE							
PE	Social Cog Real PE Unit 2 I can jump from 2 feet to 2 feet with a quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing. I can achieve good take off and height. I can land softly with balance and control. Real Dance Unit 1 / Diwali dance I can make multiple standing and floor shapes moving with balance and control. I can move fluently and smoothly between shapes.	Social Cog Real PE Unit 2 I can jump from 2 feet to 2 feet with a quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing. I can achieve good take off and height. I can land softly with balance and control. Real Dance Unit 1 / Diwali dance I can make multiple standing and floor shapes moving with balance and control. I can move fluently and smoothly between shapes.	Social Cog Real PE Unit 2 I can jump from 2 feet to 2 feet with a quarter turn in both directions. I can stand on a line and jump from 2 feet to 1 foot and freeze on landing. I can achieve good take off and height. I can land softly with balance and control. Real Dance Unit 1 / Diwali dance I can perform a range of standing and floor shapes with my partner. I can perform with balance and control when holding shapes and moving between shapes.	Social Cog Real PE Unit 2 I can hold a static seated balance with my hands and feet off the floor throughout. Real Dance Unit 1 / Diwali dance I can develop my solo circle skills including jumps and turns.	Social Cog Real PE Unit 2 I can hold a static seated balance with my hands and feet off the floor throughout. Real Dance Unit 1 / Diwali dance I can perform a diverse range of movements led by circles with a partner. I can perform a sequence of movements containing circles, shapes and partnering.	Social Cog Real PE Unit 2 I can hold a static seated balance with my hands and feet off the floor throughout. Real Dance Unit 1 / Diwali dance I can perform a range of body movements demonstrating moving like silk. I can incorporate shapes and circles and transition fluently between moves.	Social Cog Real PE Unit 2 I can hold a static seated balance with my hands and feet off the floor throughout. Real Dance Unit 1 / Diwali dance I can develop a sequence of movements including shapes, circles, silk moves and partnering. I can demonstrate an understanding of how to put moves together, remember and perform them.