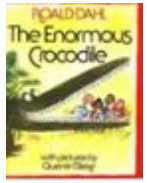
Manor Park First School

Year 2 Medium Term Plan: Autumn 1 2025

Autumn 1	Week 1 4 days	Week 2 Roald Dahl Day	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8 2 days
	 **The Enormous Crocodile** Roald Dahl				**The Great Fire of London**			
	Writing outcome Fiction: Character description(s). A re-telling of the story of The Enormous Crocodile, identifying the main sections of a story.		**Writing outcome Fiction:** Postcard home from the children in the story, explaining what the jungle is like & what the crocodile has been doing.	**Writing outcome Oracy:** Verbal news report. Newspaper report about the crocodile's behaviour and what happened to him.	**Writing outcome Non-Fiction:** Diary entry based on the one written by Samuel Pepys.		**Writing outcome Non-Fiction:** Instructions for rebuilding London after the Great Fire. 'How to rebuild London Safely' Trip recount following Shire Hall trip.	
	Oral retelling of the story and story mapping							
Grammar Focus:	Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks. Use time adverbial to link events in a text. Start to use expanded noun phrases to add description. Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when',		Consistency in tense –ed verb for past Start using expanded noun phrases. Use conjunctions 'and', 'or', 'but'	Consistency in past tense. Use time adverbial to link events in a text Include appropriate features of the genre. Speak audibly and fluently.	Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. Punctuate sentences correctly. Use noun phrases.		Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks. Adverbs of time to help sequencing	

	'because', 'if', 'that' to create subordinate clauses.	to join sentences.		Consistency in past tense. Extension: Start to use simile, adverb, connective, preposition starters.	

Maths	• count in steps of 2 and 5 from 0 and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100 • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems • count in tens from any number, forward and backward	• count in steps of 2 and 5 from 0 and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100 • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems • count in tens from any number, forward and backward	• count in steps of 2 and 5 from 0 and in tens from any number, forward and backward • recognise the place value of each digit in a two-digit number (tens, ones) • identify, represent and estimate numbers using different representations, including the number line • compare and order numbers from 0 up to 100 • read and write numbers to at least 100 in numerals • use place value and number facts to solve problems • count in tens from any number, forward and backward	• solve problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods • recall and use addition and subtraction facts to 20 fluently • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens	• solve problems with addition and subtraction: – using concrete objects and pictorial representations, including those involving numbers, quantities and measures – applying their increasing knowledge of mental methods • recall and use addition and subtraction facts to 20 fluently • add and subtract numbers using concrete objects, pictorial representations, and mentally, including: – a two-digit number and ones – a two-digit number and tens – adding three one-digit numbers	• compare and order lengths, • record the results using >, < and = • interpret unmarked divisions on scales

				– adding three one-digit numbers		
RE	**Key Question: Why do Jewish families talk about repentance at New Year?**					
	Engage with the idea of saying sorry, changing and forgiveness.	**Enquire** into the idea of making new starts through Jewish festival of Rosh Hashanah.	**Explore** repentance and forgiveness in the Jewish story of Jonah	**Explore** how teshuvah is put into practice in daily life	**Evaluate** your RE learning about Jewish people showing repentance at new year	**Express** your RE learning so it can be shared with others
Science Block 3 Weeks	• Explore and compare the differences between things that are living, dead, and things that have never been alive • Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food					

History Block **3 Weeks** **Based on** 				• What London was like in 1666? • Make simple comparisons between London then and today. • How the Great Fire of London started. • Learn about key historical figures of the time like King Charles II and Samuel Pepys. • Why Samuel Pepys' diary is of significant historical interest. • Make comparisons with the Great Fire of Dorchester. National Curriculum links: • The lives of significant individuals (Samuel Pepys). • Significant events beyond living memory. • Similarities and differences between ways of life in different periods.		
PSHE Being me in my world	Hopes and fears for the future	Rights and responsibilities	Rewards and consequences	Our learning charter	Owning our learning charter	
PE Fitness	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance	**Fitness** • Physical: run, stamina, skip, coordination,agility, strength, balance

	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement
PE Fundamentals	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions,	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions, creativity, use tactics, recall	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions, creativity, use tactics, recall	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions, creativity, use tactics, recall	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions, creativity, use tactics, recall	**Fundamentals** • Physical: run, speed, agility, dodge, balance, jump, hop, skip • Social: collaboration, respect, take turns, communication, encourage others • Emotional: determination, honesty, perseverance • Thinking: comprehension, make decisions,

	creativity, use tactics, recall					creativity, use tactics, recall
Music	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm	Developing a sense of pulse Further development of singing in tune and extending the vocal range. Further developing the understanding of the concept of high/low pitch Understanding the difference between pulse and rhythm
Computing	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.	● Recognise the different kinds of feelings they can have when using technology. ● Know what to do when they don't have a good feeling when using technology.