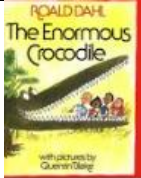
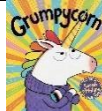


Manor Park First School

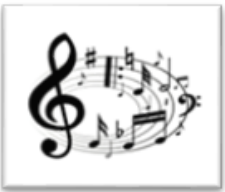
Year 2 Medium Term Plan: Autumn 1 2026

Autumn 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	
	 The Enormous Crocodile Roald Dahl					The Great Fire of London		 Grumpycorn Sarah McIntyre	
	Writing outcome Fiction: A re-telling of the story of The Enormous Crocodile along with identifying the main sections of a story. OR An innovated version of the story where a different animal carries out a clever trick.		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 Non-Fiction: 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.		
	Oral retelling of the story and story mapping								
	Grammar Focus:	Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks. A.?!	Learn to use  with different forms: statement, question, command Consistency  in tense –ed for past	Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks. Consistency In past tense.	Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses.  Punctuate sentences correctly. 	Punctuate sentences correctly, including capital letters, full stops, question and exclamation marks. A.?! A.?!			

	Use time adverbial to link events in a text.  Start to use expanded noun phrases, adverbs and similes to add description to a piece of writing. Use conjunctions 'and', 'or', 'but' to join sentences. Use 'when', 'because', 'if', 'that' to create subordinate clauses. 	Start using expanded noun phrases.  Use conjunctions 'and', 'or', 'but' to join sentences. 	Use time adverbial to link events in a text  Use coordinating and subordinating conjunctions to join sentences.  Include appropriate features of the genre. 	Use noun phrases. Adverbs of time to help sequencing  Extension: Start to use simile, adverb, connective, preposition starters. 	Use conjunctions 'and', 'or', 'but' to join sentences. 
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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	- 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	- 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	- 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	- 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	- compare and order lengths, - record the results using >, < and = - interpret unmarked divisions on scales
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	• 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	• 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	• 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	• 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	• 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	
RE  <u>Why do Jewish families talk about repentance at New Year?</u>	Lesson 1 Prior knowledge LO: To recall facts about Tu B'Shvat • I can say why Jewish children help to plant trees	Lesson 2 Engage LO: What does it mean to say sorry and forgive? • I can say how I know someone is sorry and the means to forgive.	Lesson 3 Enquire LO: What does Rosh Hashanah mean? • I can explain about starting over a new year for Jewish people.	Lesson 4 Explore (1) LO: To understand the significance of the story of Jonah • I know that the story is about repentance and forgiveness	Lesson 5 Explore (2) LO: To be able to say what it means to repent? • I understand what repentance means	Lesson 6 Explore (3) LO: To be able to describe how Jewish people show repentance • I can say what happens at the Synagogue to show repentance
Science Block 3 Weeks Living things and their habitats 	• 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.		
My Happy Mind Meet your brain and My Happy Places 	Meet your brain We are learning what our brains look like and how they help us We are learning that our brain has three parts	We are learning how our brains grow We are learning what neuroplasticity is We are learning how Team H-A-P helps us to be our best selves	We are learning which emotions might impact Team H-A-P We are learning how you can help Team H-A-P	We are learning about how Happy Breathing helps us. We are learning that our brain reacts differently in different situations. We are learning how Neuroplasticity can help Happy Breathing.	My Happy Places We are learning about different feelings that humans can experience. We are learning how to recognise and name different feelings. We are learning about ways of sharing feelings and a range of words to describe feelings.	We are learning how feelings can affect people's bodies and how they behave. We are learning different things we can do to manage big feelings, to help calm ourselves down and/or change our mood when we don't feel good.
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					
Computing Computing systems and networks 	- 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.					
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, creativity, use tactics, recall					
PE: Fitness	Physical: run, stamina, skip, coordination, agility, strength, balance					

	• Social: encourage others, communication • Emotional: determination, perseverance • Thinking: comprehension, identify strengths and areas for improvement
Outdoor Learning	