



## Medium Term Plan Year: 2 Term: 1

### Maths

|  |   |   |  |  |   |
|--|---|---|--|--|---|
| <b>Week 1 - Place value - Number</b><br>- understand numbers to 20<br>- count objects to 100 by making 10s<br>- recognise tens and ones<br>- use a place value chart | <b>Week 2 - Place value - Number</b><br>- partition numbers to 100<br>- write numbers to 100 in words<br>- flexibly partition numbers to 100<br>- write numbers to 100 in expanded form | <b>Week 3 - Place value - Number</b><br>- count in 10s on the number line to 100<br>- count in 10s and 1s on the number line to 100<br>- estimate numbers on a number line<br>- compare objects | <b>Week 4 - Place value - Number</b><br>- compare numbers<br>- order objects and numbers<br>- count in 2s, 5s and 10s<br>- count in 3s | <b>Week 5 - Addition and Subtraction - Number</b><br>- understand bonds to 10<br>- understand fact families (addition and subtraction bonds within 20)<br>- understand related facts<br>- understand bonds to 100 (tens) | <b>Week 6 - Addition and Subtraction - Number</b><br>- add and subtract 1s<br>- add by making 10<br>- add three 1-digit numbers<br>- add to the next 10 |
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### English Writing

| Narrative Unit (Questions)  |  |   | Non-fiction Unit (Instructions)   |   |   |
|---|--|---|---|---|---|
| <b>Week 1</b><br><b>The Journey (Whole School Text)</b><br>- Predict<br>- Demarcate sentences<br>- Sequence<br>- Order story events | <b>Week 2</b><br><b>The Journey (Whole School Text)</b><br>- Say/write questions<br>- Write questions<br>- Read aloud<br>- Edit (Capital letters and question marks) | <b>Week 3</b><br><b>Hooray for Mary Seacole</b><br>- Identify verbs<br>- Sort past and present tense verbs.<br>- Use past tense verbs<br>- Edit | <b>Week 4</b><br><b>Hooray for Mary Seacole</b><br>- Identify adjectives<br>- Select appropriate adjectives<br>- Use conjunctions<br>- Use adjectives | <b>Week 5</b><br><b>Hooray for Mary Seacole</b><br>- Identify features of instructions<br>- Identify imperative verbs<br>- Explore instructions<br>- Use features of instructions | <b>Week 6</b><br><b>Hooray for Mary Seacole</b><br>- Use time connectives<br>- Use adverbs<br>- Edit<br>- Publish |

### English Reading - VIPERS

| Vocabulary                      | Inference                                  | Prediction                                  | Explanation   | Retrieval  | Sequence/Summarise                        |
|---------------------------------|--|---|---|--|---|
| - Clarify the meanings of words | - Use pictures or words to make inferences | - Use pictures or words to make predictions | - Explain and discuss their understanding of books or poems | - Read and answer simple questions about what has just been read | - Discuss the sequence of events in books |

## Science: Animals' needs for survival

| Week 1  | Week 2  | Week 3   | Week 4   | Week 5   | Week 6   |
|---|---|--|--|--|--|
| <p>-identify animals' needs for survival: Mammals (step 1)<br/>-identify animals needs for survival: Humans (step 6 - taught through ongoing provision throughout term: see practical ideas in the plan)</p> <p><b>Knowledge:</b><br/>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Working Scientifically:</b><br/>-Ask simple questions and recognise that they can be answered in different ways. (step 1)<br/>-Use observations and ideas to suggest answers to questions (step 6)</p> <p><b>Vocabulary:</b><br/>mammal, fur, carnivore, herbivore, omnivore (step 1)<br/><br/>mammal, adult. baby, shelter (step 6)</p> | <p>-identify animals' needs for survival: Birds (step 3)</p> <p><b>Knowledge:</b><br/>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Working Scientifically:</b><br/>-Gather and record data to help in answering questions.</p> <p><b>Vocabulary:</b><br/>bird, feathers, beak, insect, wing</p> | <p>-identify animals' needs for survival: Fish (step 4)<br/>-identify animals' needs for survival: Amphibians (step 5)</p> <p><b>Knowledge:</b><br/>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Working Scientifically:</b><br/>-Identify and classify.</p> <p><b>Vocabulary:</b><br/>fish, scales, gills, fin (step 4)<br/><br/>amphibian, webbed feet, frog, toad, newt (step 5)<br/><br/>N.B. check if Yr 1 has previously done the fish exploration investigation in the step 4 plan.</p> | <p>-identify animals' needs for survival: Reptile (step 6)</p> <p><b>Knowledge:</b><br/>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p> <p><b>Working Scientifically:</b><br/>-Gather and record data to help in answering questions.</p> <p><b>Vocabulary:</b><br/>reptile, scales, carnivore, herbivore, omnivore</p> | <p>-investigate the importance of exercise (step 1)<br/>-investigate the importance of healthy eating (step 2)</p> <p><b>Knowledge:</b><br/>-Describe the importance for humans of exercise, eating the right amounts of different types of food</p> <p><b>Working Scientifically:</b><br/>-Gather and record data to help in answering questions. (step 1)<br/>-Identify and classify. (step 2)</p> <p><b>Vocabulary:</b><br/>heart, exercise, physical health, mental health (step 1)<br/><br/>healthy diet, unhealthy diet, meat vegetable, fruit, sugar (step 2)</p> | <p>-investigate the importance of good hygiene (step 3)<br/>-investigate the importance of healthy teeth (step 4)</p> <p><b>Knowledge:</b><br/>-Describe the importance for humans of hygiene.</p> <p><b>Working Scientifically:</b><br/>-Observe closely, using simple equipment.</p> <p><b>Vocabulary:</b><br/>germs, hygiene, doctor, disease (step 3)<br/><br/>teeth, plaque, filling, gums (step 4)<br/><br/>N.B. For hygiene (step 3), sparkle had gel/dust can be used with a blackout tent and ultraviolet light.<br/><br/>PLEASE SEE <a href="#">adaptations to year 2 science</a>, for guidance on terms longer than 6 weeks</p> |

## Art and Design: 3D sculpture, Mixed media and collage - Rangoli Art, Coil and pinch pot diya lamps

| Week 1   | Week 2   | Week 3   | Week 4   | Week 5   | Week 6   |
|--|--|--|--|--|--|
| <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- know that Rangoli is a type of art which originated in India and is associated with Diwali</li> <li>- know that the colours of rangoli symbolise what people wish for in the new year (Diwali)</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- explore the work of a range of artists, craft makers and designers</li> </ul> <p><b>Vocabulary:</b></p> <p>Symbolism</p> | <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- use a sketchbook to plan and develop simple ideas</li> <li>- understand symmetry and choose effective colour combinations</li> </ul> <p><b>Vocabulary:</b></p> <p>Symmetry<br/>Symbolism</p> | <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- use equipment and media safely and correctly with increasing confidence</li> <li>- understand symmetry and choose effective colour combinations</li> </ul> <p><b>Vocabulary:</b></p> <p>Symmetry<br/>Colour combinations</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- know that clay pots can be created using pinch or coil technique</li> <li>- know that Diya are lamps used for celebrations such as diwali</li> </ul> <p><b>Vocabulary:</b></p> <p>Pinch pot<br/>Coil pot</p> | <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- use a malleable media such as clay with increasing confidence.</li> <li>- use equipment and media safely and correctly with increasing confidence</li> </ul> <p><b>Vocabulary:</b></p> <p>Malleable<br/>Pinch<br/>Coil</p> | <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- know that when clay is dry it can be painted</li> <li>- use equipment and media safely and correctly with increasing confidence</li> </ul> |

## History: Mary Seacole and Edith Cavell

| Week 1  | Week 2  | Week 3   | Week 4   | Week 5  | Week 6  |
|---|---|--|--|---|---|
| <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Know how hospitals, medical equipment and medicine have changed over time.</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- Describe how people, places and events have changed over time.</li> </ul> <p><b>Vocabulary:</b> medicine, describe, compare</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Know about the life of Mary Seacole</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- Explore cause and effect by looking at a significant individual's actions and what happened as a result.</li> </ul> <p><b>Vocabulary:</b> doctress, medicine, Crimean War, battlefield, patients</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Sequence key events in the life of Mary Seacole.</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- Research and sequence the life of a famous person from the past using different resources to help them.</li> </ul> <p><b>Vocabulary:</b> sequence, Crimean War</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Understand how we know about Mary Seacole.</li> </ul> <p><b>Vocabulary:</b> source</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Know about the life of Edith Cavell.</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- Recount the life of someone famous who lived in the past.</li> </ul> <p><b>Vocabulary:</b></p> <p>First World War</p> | <p><b>Knowledge objective:</b></p> <ul style="list-style-type: none"> <li>- Compare the lives of Mary Seacole and Edith Cavell.</li> </ul> <p><b>Skill objective:</b></p> <ul style="list-style-type: none"> <li>- Use stories of famous historical figures to compare aspects of life in different times.</li> </ul> <p><b>Vocabulary:</b> compare</p> |

| Computing  | French (MFL)   | Music   | Physical Education  |
|--|--|---|---|
| <p><b>Computing systems and networks – IT around us</b></p> <ul style="list-style-type: none"> <li>- Recognise the uses and features of information technology</li> <li>- Identify the uses of information technology in the school</li> <li>- Identify information technology beyond school</li> <li>- Explain how information technology helps us</li> <li>- Explain how to use information technology safely</li> <li>- Recognise that choices are made when using information technology</li> </ul>  | <p><b>What is the weather like?</b></p> <ul style="list-style-type: none"> <li>- Translate words from French to English</li> <li>- Follow along and repeat key words, phrases or short sentences from a song.</li> <li>- Repeat and say familiar words and short simple phrases, using understandable pronunciation.</li> <li>- Ask and answer simple questions with support.</li> <li>- Listen to and understand familiar spoken words and phrases.</li> <li>- Introduction to simple verbs.</li> </ul> | <p><b>Song: Hands, Feet, Heart</b></p> <p><u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p><u>Games:</u> Find the pulse of a song</p> <p><u>Singing:</u> To find a comfortable singing position</p> <p><u>Performance:</u> To add their ideas to the performance.</p>  | <p><b>Attack, Defend, Shoot</b></p> <ul style="list-style-type: none"> <li>- Kick the ball over long and short distances.</li> <li>- Stop a ball with control using the foot.</li> <li>- Work as a team to keep the ball.</li> <li>- Bounce a ball with my partner.</li> <li>- Bounce the ball while we are moving (dribbling).</li> <li>- Pass the ball forward in a game.</li> </ul>  |
| PSHE   | Religious Education  | Mastering Number/Multiplication   | Phonics   |
| <p><b>Relationships: Safe Relationships</b></p> <ul style="list-style-type: none"> <li>- Distinguish between happy surprises and uncomfortable secrets</li> <li>- Recognise hurtful behaviour</li> <li>- Identify what bullying is</li> <li>- Know ways we can resist joining in with bullying</li> </ul> <p><b>Living in the wider world:</b></p> <p><b>Media Literacy &amp; Digital Resilience</b></p> <ul style="list-style-type: none"> <li>- Recognise the different ways people can access the internet and that some content is factual and some is for entertainment</li> <li>- Understand that information online might not always be true</li> </ul> | <p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>- Understand Hindus' concept of God</li> <li>- Know some of the different representations of God in the Hindu religion</li> <li>- Identify the importance of worship</li> <li>- Recognise the role of the Hindu Temple</li> <li>- Listen to and understand the story of Diwali.</li> <li>- Know how Diwali is celebrated at home.</li> </ul>   | <p><b>NCETM Year 2 Term 1</b></p> <ul style="list-style-type: none"> <li>- Develop subitising skills using a rekenrek</li> <li>Secure number composition to 10</li> <li>- Develop cardinality/Ordinality/Counting skills using a range of representations including number lines and number tracks</li> <li>- Explore the composition of numbers to 10 linking this to understanding of odd and even numbers</li> <li>- Link their growing understanding of composition of numbers within 10 to related additive facts</li> <li>- Practice recalling number facts in a number of ways including solving simple picture problems and equations with a missing sum or addend.</li> </ul> <p><b>Multiplication 1x table</b></p> <ul style="list-style-type: none"> <li>- Understand the operation of multiplication (times, x)</li> <li>- Identify the number in a group (multiplicand)</li> <li>- Identify the number of groups (multiplier)</li> <li>- Recognise the number in a group and the number of groups equal to an amount (product)</li> <li>- Count in 1s</li> </ul> | <p><b>Little Wandle Year 2 Plans</b></p> <p><u>Phase 5 Review:</u></p> <p>Alternative spellings for the sounds /ai/, /ee/, /igh/, /oa/, /oo/, /air/, /ur/, /ow/, /or/, /zh/, /ch/, /sh/, /j/, /s/, /u/, /e/, /i/, /o/, /u/, /oo/, /ie/, /y/, /ea/ and /a/,</p> <p><u>Rapid Catch Up Phase 2 &amp; 3:</u></p> <p>Spellings for the sounds /ai/, /ee/, /oo/, /ar/, /ur/, /ow/, /ear/ and developing understanding of double letters/longer words.</p> <p><b>Plus revisiting (whole class if 70%/individually if not) the teaching of any GPCs identified as insecure by the Week 1 Phonics Assessments.</b></p> |

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|--------------------------|---|---|--|
|                          |   | <ul style="list-style-type: none"> <li>- Find patterns within the 1x tables.</li> <li>- Apply learning to answer multiplication sentences.</li> </ul> |  |
| <b>Handwriting</b>       | <ol style="list-style-type: none"> <li>1. Form lower-case letters of the correct size relative to one another</li> <li>2. Practise diagonal join for ch and th</li> <li>3. Practise diagonal join with no ascenders: ai ay</li> <li>4. Practise diagonal join with no ascenders: ir er</li> <li>5. Practise horizontal join to ascender: wh oh</li> <li>6. Practise horizontal join no ascender: ow ou</li> </ol> |   |  |
| <b>Story time texts</b>  | Hair Love - Matthew A Cherry  |   |  |
| <b>Texts for writing</b> | The Journey by Francesca Sanna (Whole School Text) Hooray for Mary Seacole by Trish Cooke   |   |  |