



Medium Term Plan Year: 2 Term: 2

Maths

<p>Week 1 - Addition and subtraction - <i>Number</i></p> <ul style="list-style-type: none"> - add across a 10 - subtract across 10 - subtract from a 10 - subtract a 1-digit number from a 2-digit number (across a 10) 	<p>Week 2 - Addition and subtraction - <i>Number</i></p> <ul style="list-style-type: none"> - understand 10 more, 10 less - add and subtract 10s - add two 2-digit numbers (not across a 10) - add two 2-digit numbers (across a 10) 	<p>Week 3 - Addition and subtraction - <i>Number</i></p> <ul style="list-style-type: none"> - subtract two 2-digit numbers (not across a 10) - subtract two 2-digit numbers (across a 10) - solve mixed addition and subtraction - compare number sentences - solve missing number problems 	<p>Week 4 - Shape - <i>Geometry</i></p> <ul style="list-style-type: none"> - recognise 2-D and 3-D shapes - count sides on 2-D shapes - count vertices on 2-D shapes - draw 2-D shapes 	<p>Week 5 - Shape - <i>Geometry</i></p> <ul style="list-style-type: none"> - identify lines of symmetry on shapes - use lines of symmetry to draw shapes - sort 2-D shapes - count faces on 3-D shapes 	<p>Week 6 - Shape - <i>Geometry</i></p> <ul style="list-style-type: none"> - count edges on 3-D shapes - count vertices on 3-D shapes - sort 3-D shapes - make patterns with 2-D and 3-D shapes
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English Writing: Grandad's Camper - Harry Woodgate

Poetry unit (Kennings)			Non-fiction unit (Letter Writing)		
<p>Week 1</p> <ul style="list-style-type: none"> - predict using 'because' - use commas in a list - use adjectives - write questions 	<p>Week 2</p> <ul style="list-style-type: none"> - identify features of a Kennings poem - create noun and verb Kennings phrases - use features of a Kennings poem - perform own work 	<p>Week 3</p> <ul style="list-style-type: none"> - identify possessive apostrophes (singular) - use possessive apostrophes (singular) - identify common contractions - use common contractions 	<p>Week 4</p> <ul style="list-style-type: none"> - identify features of an informal letter - discuss and plan - use features of a letter - edit 	<p>Week 5</p> <ul style="list-style-type: none"> - publish - explain and discuss an opinion about a book - use conjunctions - explore themes of a text 	<p>Week 6</p> <ul style="list-style-type: none"> - use simple past tense verbs - use the past tense progressive form - sort sentences types - identify different sentence types

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> - discuss and clarify the meanings of words. 	<p><i>This domain is not planned for this term as the first week will be used to assess reading levels for all pupils</i></p>	<ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> - express views about a book or poem. 	<ul style="list-style-type: none"> - draw on previously taught knowledge to support the answering of retrieval questions. 	<ul style="list-style-type: none"> - discuss the sequence of events in books and how items of information are related.

Science: Materials & Sustainability

<p>Lesson 1: -explore materials (step 1) -explore materials: wood, paper, cardboard (step 2) -explore materials: brick, rock (step 3)</p> <p>Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: -Identify and classify. (step 1) -Perform simple tests. (step 2)</p> <p>Vocabulary: material, natural material, human-made material, recycle (step 1) material, smooth, rough, flexible, rigid (step 2)</p>	<p>Lesson 2: -explore materials: brick, rock (step 3) -explore materials: metal (step 5)</p> <p>Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory). (step 3) -Use simple features to compare objects, materials and living things and, with help, decide how to sort and group them (non-statutory). (step 5)</p> <p>Vocabulary: rock, stone, pebble, brick, material Hard, flexible, rigid, shiny, dull (step 5)</p>	<p>Lesson 3: -explore materials: glass, plastic (step 4) -explore materials: fabric (step 6)</p> <p>Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step 4) -Observe closely, using simple equipment. (step 6)</p> <p>Vocabulary: brittle, flexible, transparent, translucent, opaque (step 4) fabric, flexible, touch, lightweight (step 6)</p>	<p>Lesson 4: Same object different material (step 7) Bend, squash, twist, stretch (step 8)</p> <p>Knowledge: -Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Working Scientifically: -Use their observations and ideas to suggest answers to questions. (step 7) -Perform simple tests. (step 8)</p> <p>Vocabulary: Tough, brittle, hard, soft, flexible (step 7) Bend, squash, twist, stretch (step 8)</p>	<p>Lesson 5: Waterproof experiment (step 9 & step 10)</p> <p>Knowledge: -Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <p>Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step 9) -Use their observations and ideas to suggest answers to questions. (step 10)</p> <p>Vocabulary: independent variable, dependant variable, controlled variable (step 9) waterproof, lightweight, strong, breakable (step 10)</p>	<p>Lesson 6: -Sustainability plastic recycling (step 1) (step 2)</p> <p>Knowledge: Sustainability: How is plastic helpful and harmful? (non-statutory)</p> <p>Working Scientifically: -Explore the world around them and raise their own questions (non-statutory). (step 1) -Use their observations and ideas to suggest answers to questions. (step 2)</p> <p>Vocabulary: Plastic, human-made material, recycle, single-use plastic</p>
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Art and Design: Drawing & painting (Flowers of Georgia O'Keeffe)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Knowledge objective: WALT: know who Georgia O'Keeffe was and that she painted large scale close up flowers</p> <p>Skill objective: WALT: explore the work of an artist and express thoughts and feelings about a piece of art, explaining how it makes them feel</p> <p>Vocabulary: Modernism Abstract Frame</p>	<p>Skill objective: WALT: change tone through different pencil techniques and grades</p> <p>Vocabulary: Tone Pencil grades</p>	<p>Skill objective: WALT: change tone through different pencil techniques and grades</p> <p>Vocabulary: Tone Hatching and Cross-hatching</p>	<p>Skill objective: WALT: use sketchbooks to plan and develop simple ideas WALT: draw lines/marks from observations, demonstrating control</p> <p>Vocabulary: Frame Tone Hatch & Crosshatch</p>	<p>Skill objective: WALT: Make tints using white and shades by adding black paint.</p> <p>Vocabulary: Shade Tint</p>	<p>Skill objective: WALT: Make tints using white and shades by adding black paint. WALT: Use a suitable brush to produce marks appropriate to work WALT: Make marks from observation</p> <p>Vocabulary: Shade Tint</p>

Geography: The United Kingdom

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Knowledge objective: Know how to use maps, atlases and globes to find Europe and the United Kingdom; know the 4 countries that make up the United Kingdom</p> <p>Skill objective: Use world maps, atlases and globes to identify the United Kingdom and its 4 countries</p> <p>Vocabulary: globe vs. atlas, country vs. continent</p> <p><u>WALT: Use an atlas correctly.</u></p>	<p>Knowledge objective: Know the 4 countries that make up the United Kingdom and their capital cities</p> <p>Skill objective: Use world maps, atlases and globes to identify the United Kingdom and its 4 countries</p> <p>Vocabulary: capital city, governed/government</p> <p><u>WALT: Know the 4 countries of the UK and their capital cities.</u></p>	<p>Knowledge objective: Know the seas around the UK - Irish Sea, North Sea, English Channel and Atlantic Ocean</p> <p>Vocabulary: sea/channel/ocean</p> <p><u>WALT: Know the seas around the UK.</u></p>	<p>Knowledge objective: Know the main rivers -The Thames, The Severn, River Forth.</p> <p>Skill objective: Find and describe physical geographical features on a map (rivers)</p> <p>Vocabulary: features, natural, human</p> <p><u>WALT: Know the main rivers of the UK.</u></p>	<p>Knowledge objective: Know how to find key human and physical geographical features of the UK using maps, atlases and globes</p> <p>Skill objective: Find human and physical geographical features on a map</p> <p>Vocabulary: city/town/village (related by feature/scale), dam/barrier, harbour vs. port, vegetation</p> <p><u>WALT: Identify humans and physical features of the UK.</u></p>	<p>Skill objective: Use basic geographical vocabulary to refer to key human and physical features</p> <p>Vocabulary: human/physical</p> <p><u>WALT: Identify humans and physical features of the UK.</u></p>

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Digital photography</p> <ul style="list-style-type: none"> - use a digital device to take a photograph - make choices when taking a photograph - describe what makes a good photograph - decide how photographs can be improved - use tools to change an image - recognise that photos can be changed 	<p>What are you doing? Learn, understand, and use the following: - Qu'est-ce que tu fais? – - Ask: What are you doing? Reply: - Je sors – I am going out - Je bois – I am drinking - Je chante – I am singing - Je danse – I am dancing - Je mange – I am eating - Je nage – I am swimming - Je parle – I am talking - Je joue – I am playing.</p>	<p>Song: HO HO HO</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>Gymnastics</p> <ul style="list-style-type: none"> - combine 4 elements into a floor sequence. - create power in a variety of different jumps. - take weight on our hands and move in different ways. - use our flexibility in a bridge and japana gymnastic shape. - perform the point balance arabesque. - perform a teddy roll.
PSHE	Religious Education	Mastering Number	Phonics
<p>Relationships: Friends and Families</p> <ul style="list-style-type: none"> - Know how to be a good friend and how to make friends - Identify ways to positively resolve arguments between friends - Understand how to recognise, and ask for help, if we are feeling lonely or unhappy and how to help someone else <p>Living in the Wider World: Belonging to a Community</p> <ul style="list-style-type: none"> - Recognise the ways in which we are the same and different to others in our community (school/ local area) and know that people are all equal - Know how a community can help people from different groups feel included and identify the different rights and responsibilities we have in school and the wider community 	<p>Celebrations</p> <ul style="list-style-type: none"> - Learn about how are special occasions celebrated - Understand what is it like to share a celebration - Identify what is a Religious Festival? And learn about the Festival of Christmas - Learn about the Festival of Hanukkah - Learn about different ways festivals are celebrated around the world in other countries and in other religions (including the Maroon festival in Jamaica) 	<p>Understand the operation of multiplication (times, x) - 2x tables</p> <ul style="list-style-type: none"> - Identify the number in a group (multiplicand) - Identify the number of groups (multiplier) - Recognise the number in a group and the number of groups equal to an amount (product) - Count in 2s - Find patterns within the 2x tables 	<p>Little Wandle Bridge to Spelling</p> <p>The underpinning concepts of spelling are introduced including:</p> <p>What do I need to know to think about spelling? Why do I double letters at the end of words? Why do some words end in 'k' or 'ck'? Why do some words end in 'ch' or 'tch'? When do I add the suffix -es/-s to words? Why do I double the final letter in some words when I add the suffix -ing? Why do I swap the 'y' for an 'i' when I add the suffix -ed? Why do I drop the 'e' when I add the suffix -ing?</p> <p>Additional phonics interventions for targeted children include:</p> <p>Rapid Catch-Up Phase 3 Rapid Catch Up Phase 4</p>
Handwriting	horizontal join, no ascenders: ow, ou, ie, ue, oe, ve, ee, le. Numbers 1-100		
Story time texts	Darwin's Super-Pooping Worm Spectacular - Polly Owen		
Texts for writing	Grandad's Camper - Harry Woodgate		

