



Medium Term Plan Year: 2 Term: 3

Maths

<p>Week 1 - Money - Measurement</p> <ul style="list-style-type: none"> - count money – pence - count money – pounds (notes and coins) - count money (pounds and pence) - choose notes and coins 	<p>Week 2 - Money - Measurement</p> <ul style="list-style-type: none"> - make the same amount - compare amounts of money - calculate with money - make a pound - find change - solve two-step problem 	<p>Week 3 - Multiplication and division - Number</p> <ul style="list-style-type: none"> - recognise equal groups - make equal groups - add equal groups - understand the multiplication symbol - solve multiplication sentences 	<p>Week 4 - Multiplication and division - Number</p> <ul style="list-style-type: none"> - use arrays - make equal groups by grouping - make equal groups by sharing 	<p>Week 5 - Multiplication and division - Number</p> <ul style="list-style-type: none"> - recall and use the 2 times-table - divide by 2 - double and halve numbers - identify odd and even numbers 	<p>Week 6 - Multiplication and division - Number</p> <ul style="list-style-type: none"> - recall and use the 10 times-table - divide by 10
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English Writing: The Journey Home - Frann Preston-Gannon

Narrative Unit (Innovate)

Non-fiction Unit (Persuasion)

<p>Week 1</p> <ul style="list-style-type: none"> - create noun phrases - identify four sentence types - use four sentence types - punctuate questions 	<p>Week 2</p> <ul style="list-style-type: none"> - use features of a fact file - use command sentences - use simple past - use correct rules for plurals 	<p>Week 3</p> <ul style="list-style-type: none"> - use first person - create expanded noun phrases - plan a narrative - use past tense 	<p>Week 4</p> <ul style="list-style-type: none"> - use expanded noun phrases - demarcate sentences appropriately - edit and improve - explore features of a persuasive text 	<p>Week 5</p> <ul style="list-style-type: none"> - use conjunctions - use modal verbs - edit and improve - speak loudly and clearly 	
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English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
<ul style="list-style-type: none"> - demonstrate understanding of language, through drawing on known vocabulary and background knowledge 	<ul style="list-style-type: none"> - make inferences about characters' feelings using what they say and do. 	<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"> - discuss some similarities between books 	<ul style="list-style-type: none"> - read and answer retrieval questions about a text read independently. 	<ul style="list-style-type: none"> - order events from a text.

Science: Plants (Light and Dark)

Living Things and Their Habitats

Lesson 1:

-explore, observe and group plants (step 1)

-name and identify plant parts (step 2)

Knowledge:

-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically:

-Observe closely, using simple equipment.

Vocabulary:

plant, flower, fruit, vegetable, herb (step 1)

blossom, stem, leaf, trunk, branch (step 2)

Lesson 2:

-identify what a plant needs to grow (step 3)

Knowledge:

-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically:

-Ask simple questions and recognise that they can be answered in different ways.

Vocabulary:

seed, plant, sunlight

Lesson 3:

-plan a comparative investigation; Plants light & dark (step 4)

Knowledge:

-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically:

-Ask simple questions and recognise that they can be answered in different ways.

Vocabulary:

independent variable, controlled variable, dependant variable

Lesson 4:

-carry out an investigation; Plants light & dark (step 5)

Knowledge:

-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Working Scientifically:

Perform simple tests.

Vocabulary:

seed, plant, sunlight, compost, soil

Lesson 5:

-explore habitats in our local area (step 1)

Knowledge:

-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

Working Scientifically:

-Gather and record data to help in answering questions.

Vocabulary:

mammal, bird, deciduous tree, evergreen tree, habitat

Lesson 6:

-explore polar habitats (step 2)
-explore desert habitats (step 3)

Knowledge:

-Identify and name a variety of plants and animals in their habitats, including microhabitats

Working Scientifically:

-Use observations and ideas to suggest answers to questions.

Vocabulary:

carnivore, herbivore, arctic plants, habitat, hibernate (step 2)

reptile, desert, cactus, habitat, rainfall (step 3)

Design and Technology: design and make a vehicle

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Knowledge objective: WALT: Know what a wheel and an axle is WALT: Know that wheels and axles act together to create a moving vehicle</p> <p>Vocabulary: Vehicle, wheel, axle, washer, chassis</p>	<p>Skill objective: WALT: Have my own ideas, explain what I want to do and describe how WALT: Describe a design using pictures, words and diagrams</p> <p>Vocabulary: Design criteria</p>	<p>Skill objective: WALT: Choose best tools and materials, explaining choices WALT: Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make product look good, while working safely</p> <p>Vocabulary: wheel, axle, washer, chassis</p>	<p>Skill objective: WALT: Choose best tools and materials, explaining choices WALT: Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make product look good, while working safely</p> <p>Vocabulary: wheel, axle, washer, chassis</p>	<p>Skill objective: WALT: Choose best tools and materials, explaining choices WALT: Measure, mark out, cut and shape materials and components, with support and use finishing techniques to make product look good, while working safely</p> <p>Vocabulary: wheel, axle, washer, chassis</p>	<p>Skill objective: WALT: Describe what went well, thinking about design criteria, what I would do differently if I were to do it again and why</p> <p>Vocabulary: Design criteria</p>

History: Transport Then and Now

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>WALT: know about different modes of transport from the past</p> <p>Knowledge objective: Know about different modes of transport from the past.</p> <p>Vocabulary: mode of transport</p>	<p>WALT: know about different modes of transport now</p> <p>Knowledge objective: Know about different modes of transport now.</p> <p>Vocabulary: present</p>	<p>WALT: sort transport into then and now</p> <p>Knowledge objective: Know how to sort transport from then and now.</p> <p>Skill objective: Use phrases and words like: 'before', 'after', 'past', 'present', 'then' and 'now' to describe the passing of time.</p> <p>Vocabulary:</p>	<p>WALT: compare different modes of transport</p> <p>Knowledge objective: Know how to compare different modes of transport.</p> <p>Skill objective: Describe similarities and differences identified between historical artefacts and pictures.</p> <p>Vocabulary: compare</p>	<p>WALT: use sources to understand how we know about transport in the past</p> <p>Knowledge objective: Understand how we know about transport in the past.</p> <p>Skill objective: Use a source – why, what, who, how, where to ask questions and find answers.</p> <p>Vocabulary: source</p>	<p>WALT: communicate understanding through a class display</p> <p>Knowledge objective: Know how to ask and answer questions about transport then and now.</p> <p>Skill objective: Communicate understanding through class display, annotated photographs, ICT.</p> <p>Vocabulary: museum</p>

Computing	French (MFL)	Music	Physical Education
<p>Programming – Robot algorithms</p> <ul style="list-style-type: none"> - describe a series of instructions as a sequence - explain what happens when we change the order of instructions - use logical reasoning to predict the outcome of a program - explain that programming projects can have code and artwork - design an algorithm - create and debug a program that I have written 	<p>French: Where are you going? Ask: Où tu vas? – Where are you going? Reply:</p> <ul style="list-style-type: none"> -Je vais... – I am going... - À la plage – to the beach - Au café – to the café - À la montagne – to the mountain - Au parc – to the park - Au supermarché – to the supermarket - À la piscine – to the swimming pool - Aux toilettes – to the toilet - Au lit – To bed.. 	<p>Song: I Wanna Play In A Band</p> <p><u>Listen and Appraise:</u> To learn how they can sing in an ensemble.</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 to their singing by improvising and composing</p>	<p>Dance</p> <ul style="list-style-type: none"> - use penguin images to inspire our dance. - show feelings of abandonment through dance. - create movements that show friendship between two characters. - create a solo dance with changes of direction and speed. - match our movements to music. - choose a formation for our dance and explain our choice.
PSHE	Religious Education	Mastering Number	Phonics
<p>Health and Wellbeing: Physical Health and Mental Wellbeing</p> <ul style="list-style-type: none"> - Reflect on what we know already about keeping physically and mentally healthy - Understand why sleep is important - Recognise how medicines help us - Know how to look after our teeth - Identify things we can do to stay mentally healthy and recognise when to make changes or ask for help - Present what we now know about keeping healthy 	<p>Judaism: Festivals in Jewish Life</p> <ul style="list-style-type: none"> - Identify different festivals in Jewish life: <ul style="list-style-type: none"> • Succot (Sukkoth) • Passover (Pesach) • Hanukkah • Purim - Understand what these festivals show about the 'Jews' relationship with God 	<p>NCETM:</p> <ul style="list-style-type: none"> -review the composition of 11 to 19 as 'ten and a bit' and explore ways to represent this. -focus on number bonds within 10 presented in the part-part-whole structure, including identifying a missing 'part' and relating this to subtraction equations -review strategies for adding 1 and 2 to odd and even numbers to subtraction facts presented in different ways -apply their knowledge of the composition of 11-19 to calculations in which 10 is a part -apply their knowledge of composition to facts involving 3 addends. <p>Understand the operation of multiplication (times, x) - 5x 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 5s - Find patterns within the 5x tables 	<p>Little Wandle Year 2 Spelling Units</p> <p>Spring 1 Units 1-3</p> <ul style="list-style-type: none"> - Understand why some words have the spellings 'kn' and 'gn' for /n/, and 'wr' for /r/ - Know when to drop the 'e' when I add the suffixes -ed, -ing, -er, -est and -y. -Identify why some words end in 'ge' or 'dge' - Understand why /j/ can be spelled 'j' or 'g' in different words. <p>Additional phonics interventions for targeted children include:</p> <p>Rapid Catch-Up Phase 3 Rapid Catch Up Phase 4</p>
Handwriting	horizontal join to anticlockwise letters: dg, ng, oo, oa, wa, wo; mixed-joins: air, ear, oor, our, ing		
Story time texts	Poems Out Loud - Various & Laurie Stansfield		
Texts for writing	The Journey Home - Frann Preston-Gannon		

