



Medium Term Plan Year: 2 Term: 6

Maths

Week 1 - Statistics - make tally charts - understand tables - understand block diagrams	Week 2 - Statistics - draw pictograms (1 to 1 correspondence) - interpret pictograms (1 to 1 correspondence) - draw pictograms (2, 5 and 10 correspondence) - interpret pictograms (2, 5 and 10 correspondence)	Week 3 - Position and direction - <i>Geometry</i> - understand the language of position - describe movement - describe turns	Week 4 - Position and direction - <i>Geometry</i> - describe movement and turns - describe shape patterns with turns	Week 5 - Consolidation	Week 6 - Consolidation
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English Writing

Non-fiction unit (Diary Entry)		Narrative unit (Setting Description)			
Week 1 - predict - identify sentence types - use expanded noun phrases - identify simple past and continuous past	Week 2 - identify features of a diary entry - write in first person - edit - present	Week 3 - demarcate sentences correctly - infer - order events from a narrative - use apostrophes for possession (singular)	Week 4 - identify features of a setting description - explore a setting using senses - use commas to separate items in a list - use expanded noun phrases	Week 5 - use similes - use adverbials of time and place - edit - present	Week 6 - identify contractions - use apostrophes for contractions - use conjunctions - use present tense

English Reading - VIPERS

Vocabulary - discuss their favourite words and phrases - recognise some recurring language in stories and poems	Inference - answer and ask questions and modify answers as the story progresses - use pictures or words to make inferences	Prediction - make predictions using their own knowledge as well as what has happened so far	Explanation - discuss some similarities between books - listen to the opinion of others	Retrieval - monitor their reading, check words that they have decoded to ensure that they fit within the text they have already read	Sequence/Summarise - order events from the text - begin to discuss how events are linked focusing on the main content of the story
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Food Technology: Dips and Dippers	Geography: Streatham (High Road)	Science: Living things and their habitats - Food webs
<p>Knowledge</p> <ul style="list-style-type: none"> - Know that when preparing food it is important to be hygienic - Know the importance of a varied diet - Food can come from different sources (animal, underground etc) and can be farmed, home-grown, caught etc. - Foods can be put into groups and we should be eating 'five-a-day' <p>Skills</p> <ul style="list-style-type: none"> - Cut, peel, grate with increasing confidence <p>Vocabulary</p> <ul style="list-style-type: none"> - Hygiene - Varied diet - Ingredients - Food groups - 'Five-a-day' <p>Learning Revisited</p> <ul style="list-style-type: none"> - Say where some foods come from, (i.e. plant or animal) - Discuss how fruit and vegetables are healthy - Cut, peel and grate safely, with support <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What does it mean to prepare food hygienically? - Why is it important to have a varied diet? - Where can ingredients come from and how are they grown or caught? 	<p>Knowledge</p> <ul style="list-style-type: none"> - Know the 4 point compass directions (N,S,E,W) and how they relate to each other - Know what different human and physical features are along Streatham High Road (observational skills) - Different shops, cinema, railway stations, bus depot, restaurants, Streatham Common, trees and planters and main road junctions - Know how to use a plan and aerial photographs to identify what features of Streatham High Road are in the N,S,E+W of the road - Know how to draw a map of Streatham High Road using a key to identify the shops, cinema, railway stations, bus depot, restaurants, Streatham Common and main road junctions - Know how to use locational and directional language (near, far, left, right) to describe locations along Streatham High Road - Know that the different types of shops reflect the different ethnic communities that make up Streatham <p>Skills</p> <ul style="list-style-type: none"> - use simple fieldwork and observational skills - use simple compass directions - use locational and directional language - describe the location of features on a map - use aerial photographs to recognise landmarks and basic human and physical features - devise a simple map and use and construct basic symbols in a key - recognise key human and physical features - use basic geographical vocabulary to refer to key human features <p>Vocabulary</p> <ul style="list-style-type: none"> - Human and physical features North, South, East, West, map, key, aerial photo, compass, shops, cinema, railway stations, bus depot, restaurants, Streatham Common, road junctions <p>Learning Revisited</p> <ul style="list-style-type: none"> - Can you identify key features of Streatham High Road on a sketch map/plan? - Can you describe where those features are in relation to each other? - Can you describe which features are at the North/South/East/West of the road? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - Can you describe some human features of Streatham High Road? - Can you describe some physical features of Streatham High Road? - Where is Streatham Common located on the High Road (South)? - Where is the bus depot located on the High Road (North)? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Know and 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 - Know, Identify and name a variety of plants and animals in their habitats, including micro-habitats - Know and 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 <p>Skills (Working Scientifically)</p> <p>Observing over time: To gather/record results</p> <ul style="list-style-type: none"> - Record data pictorially or by taking photos E.g. Explore animals in micro-habitats throughout the year/in term 5 and 6 (under a rock, under a log, in a pond) • Explore plants in micro-habitats throughout the year (e.g. woodland area, ponds, meadows) <p>Pattern seeking: To gather/record results</p> <ul style="list-style-type: none"> - Record data in simple, prepared tables and tally charts E.g. Children use generated questions from T5 to lead an investigation then record gathered data in tables such as: Are there more daisies in the meadow or on the field? Where do you see more ivy? Where do you see more butterflies? Nature area/edible garden <p>Researching: To ask scientific questions</p> <ul style="list-style-type: none"> - Ask one or two simple questions linked to a topic E.g. Research what animals they have first-hand experience of eat <p>Vocabulary</p> <p>living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed, water, air, survive, survival, names of local habitats (e.g. pond, woodland etc.), names of microhabitats (e.g. under logs, in bushes etc.), conditions, light, dark, shady, sunny, wet, damp, dry, hot, cold, names of living things in the habitats and microhabitats studied</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - Know, explore and compare the differences between things that are living, dead, and things that have never been alive. (Term 1 - Yr 2) <p>Key Questions (Assessment)</p> <p>What does a food chain show?</p> <p>How do animals obtain their food from plants and other animals?</p>

Computing	French (MFL)	Music	Physical Education
Programming - Programming quizzes <ul style="list-style-type: none"> - explain that a sequence of commands has a start - explain that a sequence of commands has an outcome - create a program using a given design - change a given design - create a program using my own design - decide how my project can be improved 	Hide and Seek <ul style="list-style-type: none"> - Revise 'Qu'est-ce qu'il y a dans le/la...? - What is in the...? - Revise Où est le/la... - Where is the...? <p>Learn the following nouns: Le sac, Le sac de bonbons, La poubelle, Le bébé, Le chien, Le cheval, Le gâteau, Le fromage, L'oiseau.</p>	Reflect and Replay <u>Listen and Appraise:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars <u>Games:</u> To listen and sing back <u>Singing:</u> Learn that they can make difference types of sounds with their voices <u>Performance:</u> Choose a song they have learnt and perform it.	Swimming <ul style="list-style-type: none"> - To swim competently, confidently and proficiently - To use a range of strokes effectively (for example, front crawl and backstroke) - To develop an awareness of water-safety
PSHE	Religious Education	Mastering Number	Phonics
Living in the Wider World: Money and Work <ul style="list-style-type: none"> -identify that people get paid money for the jobs they do -know the different forms money can take (coins, notes,debit cards, electronic payments) and that money can be kept and looked after -know that people make choices about getting, keeping and spending the money they earn and understand the difference between needs and wants Health and Wellbeing: Keeping Safe <ul style="list-style-type: none"> - recognise how to stay safe at home (fire, (electricity,medicines, household products) -recognise how to stay safe 'out and about' (including road, water and rail safety) -know what to do in potentially unsafe situations, including removing themselves from danger, who to ask for help and how to dial 999 in an emergency 	Christianity -A Local Church <ul style="list-style-type: none"> -Understand why Sunday is a special day for Christians and what happens in a Christian place of worship - Learn about objects and symbols in Christian buildings - Understand important ceremonies e.g. welcoming / dedication / infant baptisms, weddings - Know that Christians try to follow the example of Jesus by caring for others, e.g. the elderly and those less fortunate, e.g. at Harvest, through charities and food banks. 	<p>Understand the operation of multiplication (times, x)</p> <p>Review 2x, 5x, 10x 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, 5s and 10s - find patterns within the 2x, 5x and 10x tables 	Group 1: Spelling Unit <ul style="list-style-type: none"> - understand why some longer words have the spelling 'ti' for /sh/ -identify how to use the possessive apostrophe (singular possession) - recap: when do you swap, drop or double (-ing, -er, -est, -y, -ed) Group 2: Spelling Unit <ul style="list-style-type: none"> - understand how 'w' and 'qu' change the sounds that 'a', 'ar' and 'or' make in some words - know why we swap the 'y' for an 'i' when we add the suffix -es - Understand why some words have the spelling 'ey' for the sound /ee/ - identify why some words end with -le, -al, -il or -el. Group 3: - Phase 5 y (ee) funny, ea (e) head, wh (w) wheel, oe (oa) toe, ou (oa) shoulder, y (igh) fly, ow (oa) snow, g (j) giant, ph (f) phone, le (l) apple, al (l) metal, c (s) ice, ve (v) give, se (z) cheese, se (s) mouse, ce (s) fence, ey (ee) donkey
Handwriting	Building on horizontal join to ascenders (ok, ot, ob, ol). Building on horizontal join, no ascender (oi, oy, on, op, ov). Building on diagonal join to anticlockwise letters (ed, cc, eg, ic, ad, ug, dd, ag).		
Story time texts	Paddington - Michael Bond		
Texts for writing	Coming to England - Floella Benjamin, Common Threads: Adams Day at the Market - Huda Essa		

