



Medium Term Plan Year: 2 Term: 2

Maths

<p>Week 1 - Addition and subtraction</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</p> <ul style="list-style-type: none"> - 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</p> <ul style="list-style-type: none"> - Subtract two 2-digit numbers (not across a 10) - Subtract two 2-digit numbers (across a 10) - Mixed addition and subtraction - Compare number sentences - Missing number problems. 	<p>Week 4 - Shape</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</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</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

Narrative unit (Poetry: Kennings)			Non-fiction unit (Letter Writing)		
<p>Week 1</p> <ul style="list-style-type: none"> - Predict using 'because' - Sequence story events - Write questions - Sort sentences types (statement, question) 	<p>Week 2</p> <ul style="list-style-type: none"> - Identify features of a Kennings poem - Create noun + verb Kennings phrases - Write a Kennings poem - Present/perform a poem 	<p>Week 3</p> <ul style="list-style-type: none"> - Identify possessive apostrophes (singular) - Use possessive apostrophes (singular) - Identify common contracted forms - Use common contracted forms 	<p>Week 4</p> <ul style="list-style-type: none"> - Use the past tense progressive form. - Use simple past tense verbs - Sort sentences types (exclamation, command) - Identify different sentence types (statement, question, exclamation, command) 	<p>Week 5</p> <ul style="list-style-type: none"> - Identify features of a letter. - Discuss and plan our writing - Write a short letter - Edit and improve our writing 	<p>Week 6</p> <ul style="list-style-type: none"> - Consolidate apostrophes - Consolidate sentence types - Cold Task Planning - Cold Task Writing

English Reading - VIPERS

<p>Vocabulary</p> <ul style="list-style-type: none"> - Discuss and clarify meanings of words, usually linking new meanings to known vocabulary - Understand new words 	<p>Inference</p> <ul style="list-style-type: none"> - Draw inferences based on what is being said and done - Infer characters' feelings 	<p>Prediction</p> <ul style="list-style-type: none"> - Predict what might happen with responses linked closely to the story characters, plot and language read so far - Think about what might happen next 	<p>Explanation</p> <ul style="list-style-type: none"> - Explain how non-fiction books are used. - Identify key features and use these to help them find information - Explain my views 	<p>Retrieval</p> <ul style="list-style-type: none"> - Contribute ideas and thoughts to discussion, remember significant events/key information and usually follow the agreed rules for effective discussion without support - Answer questions 	<p>Sequence/Summarise</p> <ul style="list-style-type: none"> - Recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales
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Art: Drawing & painting (Flowers of Georgia O'Keeffe)	Geography: The United Kingdom	Science: Uses of everyday materials
<p>Knowledge</p> <ul style="list-style-type: none"> - Know that Georgia O'Keeffe painted large scale close up flowers - Know how to change tone through different pencil techniques and grades - Know how to change tint and tone through mixing paint <p>Skills</p> <ul style="list-style-type: none"> - Explore the work of an artist and express thoughts and feelings about a piece of art, explaining how it makes them feel - Use sketchbooks to plan and develop simple ideas - Draw lines/marks from observations - Demonstrate control over the types of marks made with a range of media such as pastels, charcoal and pencil - Investigate tone by using a variety of drawing techniques such as: hatching, scribbling, stippling, and blending and the use of different grades of pencils (HB, 2B, 4B) - Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks - Understand how to make tints using white and shades by adding black paint <p>Vocabulary</p> <ul style="list-style-type: none"> - Pencil grades: HB, 2B, 4B - Drawing techniques: hatching, scribbling, stippling, and blending - Tone/tint/shade - Isht/ dark lines <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What did artist Georgia O'Keeffe paint? - How can you create different tones using drawing pencils? - How can tints and tones be created using white and black paint? 	<p>Knowledge</p> <ul style="list-style-type: none"> - 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 and their capital cities - Know the main mountainous areas of the UK - Scottish Highlands, Peak District and Snowdonia - Know the seas around the UK - Irish Sea, North Sea, English Channel and Atlantic Ocean and the main rivers - The Thames, The Severn, River Forth - Know how to find key human and physical geographical features of the UK using maps, atlases and globes <p>Skills</p> <ul style="list-style-type: none"> - Use world maps, atlases and globes to identify the United Kingdom and its 4 countries - name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom and surrounding seas - Find human and physical geographical features on a map - use basic geographical vocabulary to refer to key human and physical features <p>Vocabulary</p> <p>map, globe, atlas, country, United Kingdom, capital city, Europe, continent, England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, coast, forest, hill, mountain, sea, ocean, river, valley, city</p> <p>Learning Revisited</p> <ul style="list-style-type: none"> - What are the four points of the compass? - What are the key human and physical features of the school/Leigham Vale? - Can you identify those key features on a map? - Can you describe where those features are in relation to each other? <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What are the 4 countries in the UK and their capital cities? Can you find them on a map? - What are the main mountainous areas of the UK? - What seas surround the United Kingdom? - Can you find key human and physical features of the UK on a map? Can you describe these features? 	<p>Knowledge (Scientific understanding)</p> <ul style="list-style-type: none"> - Distinguish between an object and the material - Know that materials are what objects are made of - Know the names of everyday materials - Know that materials have different properties - Know that materials are chosen for their properties <p>Skills (Working Scientifically)</p> <p>- Classifying: To observe closely</p> <ul style="list-style-type: none"> - To be able to compare objects based on obvious observable features e.g. size, shape, colour, texture etc. <p>- Comparative/ fair testing: To ask scientific questions.</p> <ul style="list-style-type: none"> - Identify the question to investigate from a scenario or choose a question from a range provided <p>- Comparative/ fair testing: To present results</p> <ul style="list-style-type: none"> - Present what they learnt verbally, using pictures or block diagrams <p>Vocabulary</p> <ul style="list-style-type: none"> - object, material, properties, wood, plastic, glass, metal, water, rock, brick, paper, fabric, elastic, foil, card/cardboard, rubber, wool, clay, hard, soft, stretchy, stiff, bendy, floppy, waterproof, absorbent, breaks/tears, rough, smooth, shiny, dull, see-through, not see-through <p>Learning Revisited</p> <ul style="list-style-type: none"> - Explore a range of materials, including natural materials <p>Key Questions (Assessment)</p> <ul style="list-style-type: none"> - What does material mean? - What material is this made from? - What properties does this material have? - Why is this object made from this property?

Computing	French (MFL)	Music	Physical Education
<p>Creating media – Digital painting</p> <ul style="list-style-type: none"> -To use a digital device to take a photograph -To make choices when taking a photograph -To describe what makes a good photograph -To decide how photographs can be improved -To use tools to change an image -To recognise that photos can be changed 	<p>What are you doing?</p> <ul style="list-style-type: none"> - Translate words from French to English - Repeat and say familiar words and short simple phrases, using understandable pronunciation -Ask and answer simple questions with support. - Listen to and understand familiar spoken words and phrases 	<p>Singing</p> <ul style="list-style-type: none"> - To know that unison is everyone singing at the same time - Learn to start and stop singing when following a leader - To confidently know and sing some songs from memory - perform a song to an audience - perform songs for a special occasion 	<p>Dance – Where the wild things are</p> <ul style="list-style-type: none"> - Recognise dance as movement to music - Move to show character/emotion - Move in different ways - Move as a group/ to tell a story - Rehearse and perform - Give useful feedback
PSHE	Religious Education	Multiplication Tables	Phonics/Word Study
<p>Health and wellbeing: Growing and changing</p> <ul style="list-style-type: none"> - Order the Human Life Cycle - Recognise changes that happen as humans get older (ageing not puberty) - Recognise and challenge gender stereotypes - Know the physical differences between boys and girls - Consider how we feel about change 	<p>Celebrations</p> <ul style="list-style-type: none"> - Consider how special occasions are celebrated in different faiths - Understand why food is important in celebrations - Find out more about The Festival of Christmas -Find out more about The Festival of Hanukkah - Recognise the importance of Christian and Jewish Festivals to believers -Present and evaluate what we have learned about Christian and Jewish Festivals 	<p>Understand the operation of multiplication (times, x)</p> <p>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 phonics</p> <p>Group 1: Bridge to Spelling</p> <ul style="list-style-type: none"> - Introduction to foundational skills for spelling: double letters such as: words ending in 'k' 'ck' 'ch' 'tch'. Suffixes -es/-s, 'y' for an 'i' when adding -ed and rules for adding -ing <p>Group 2: Phase 5 Review</p> <ul style="list-style-type: none"> - Review common and more unusual GPCs in Phase 5 - Revisit spelling of common tricky words <p>Group 3: Review Phase 3 GPCs</p> <ul style="list-style-type: none"> - Phase 4: CVCC CCVC CCVCC CCCVC - Phase 4 with long vowels
Handwriting	Penpals Interactive Year 2 Units 5 - 10 - horizontal join, no ascenders: ow, ou, ie, ue, oe, ve, ee, le. Numbers 1-100		
Story time texts	I am Loved by Nikki Giovanni		
Texts for writing	Grandad's Camper by Harry Woodgate		