



Medium Term Plan Year: 2 Term: 1

Maths

<p>Week 1 Place Value</p> <ul style="list-style-type: none"> - understand numbers to 20 - count objects to 100 by making 10s - recognise tens and ones - use a place value chart 	<p>Week 2 Place Value</p> <ul style="list-style-type: none"> - partition numbers to 100 - write numbers to 100 in words - flexibly partition numbers to 100 - write numbers to 100 in expanded form 	<p>Week 3 Place Value</p> <ul style="list-style-type: none"> - count in 10s on the number line to 100 - count in 10s and 1s on the number line to 100 - estimate numbers on a number line - compare objects 	<p>Week 4 Place Value</p> <ul style="list-style-type: none"> - compare numbers - order objects and numbers - count in 2s, 5s and 10s - count in 3s 	<p>Week 5 Addition and Subtraction</p> <ul style="list-style-type: none"> - apply number bonds within 10 - add and subtract 1s - add and subtract 10s - add and subtract 100s 	<p>Week 6 Addition and Subtraction</p> <ul style="list-style-type: none"> - spot the pattern - add 1s across a 10 - add 10s across a 100 - subtract 1s across a 10
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English Writing

Narrative (character description)			Non - fiction (instructions- recipe)		
<p>Week 1</p> <ul style="list-style-type: none"> - demarcate sentences - edit for capitals and full stops - sequence events - write sentences 	<p>Week 2</p> <ul style="list-style-type: none"> - plan our sentences - talk/write sentences - read aloud - add, advise and correct (capitals and full stops) 	<p>Week 3</p> <ul style="list-style-type: none"> - plan our own stories - talk/write sentences - read aloud - add, revise and correct (common word spelling/capitals and full stops) 	<p>Week 4</p> <ul style="list-style-type: none"> -talk/write predict - understand sequence of events -talk/write sentences - read aloud 	<p>Week 5</p> <ul style="list-style-type: none"> -identify and sort adjectives - use because - talk/write sentences - add, revise and correct 	<p>Week 6</p> <ul style="list-style-type: none"> -identify features of instructions -use imperative verbs -talk/plan our writing - talk/write sentences

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; e.g. painkiller, blackberry, invisible -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, they can independently 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 - able to comment on preferences and offer plausible reasons -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. -order events
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Art	Computing	French (MFL)	History	Music	Physical Education
<p>3D Sculpture Pinch Pots - design a product following design criteria -use clay to create an imaginary or realistic form - explain what I am making and why it fits the purpose</p> <p>Mixed Media Collage Rangoli Art - have own ideas, explain what I want to do and describe how -mark out materials and components, with support. -talk about what I would do differently</p>	<p>Computing systems and networks – IT around us - recognise the uses and features of IT - identify the uses of IT in the school - identify IT beyond school - explain how IT helps us - explain how to use IT safely - recognise that choices are made when using IT</p>	<p>What is the weather like? - translate words from French to English - follow along and repeat key words, phrases or short sentences from a song - repeat and say familiar words and short simple phrases - ask and answer simple questions with support - listen to and understand familiar spoken words and phrases and use simple verbs</p>	<p>Mary Seacole - learn about the life of someone who lived in the past - recount the life of someone who lived in the past - sequence key events in the lives of Mary and Edith - compare the lives of two significant individuals - Describe how people, places and objects have changed over time - Describe similarities and differences between pictures of objects</p>	<p>Singing -know that unison is everyone singing at the same time -learn to find a comfortable singing position -learn to start and stop singing when following a leader -learn about voices singing notes of different pitches -learn that they can make different types of sounds with their voices - know and sing some songs from memory</p>	<p>Throwing and catching -throw different types of equipment in different ways, for accuracy and distance -throw, catch and bounce a ball with a partner. -throw a ball for distance -use hand-eye coordination to control a ball -vary types of throw used -use throwing and catching skills in a game</p>
PSHE	Religious Education	Science	Multiplication Tables	Phonics	Handwriting
<p>Safe Relationships - distinguish between pleasant and unpleasant secrets -recognise the effects of hurtful behaviour - identify different forms and effects of bullying - know some strategies to avoid joining in with unkindness - know where to go for help if experiencing or witnessing bullying</p>	<p>Hinduism - understand Hindus' concept of God - know some of the different representations of God in the Hindu religion - identify the importance of worship - recognise the role of the Hindu Temple - listen to and understand the story of Diwali - know how Diwali is celebrated at home</p>	<p>Plants, living things and their habitats - explore and compare the differences between things that are living, dead, and things that have never been alive - identify and name a variety of Plants (Classify) and what plants need to survive - identify and name a variety of animals in their habitats - describe how animals obtain their food from plants and other animals, using the idea of a simple food chain - identify that most living things live in habitats to which they are suited - observe and describe how seeds and bulbs grow into mature plants</p>	<p>Understand the operation of multiplication (times, x) 1x tables - 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 1s - find patterns within the 1x tables. - apply learning to answer multiplication sentences.</p>	<p>Little Wandle Year 2 Plans Group 1: Phase 5 Review Group 2: Complete Phase 5 Group 3: Rapid Catch Up Phase 2 & 3</p>	<p>Penpals handwriting - form lower-case letters of the correct size relative to one another - practise diagonal join for ch and th - practise diagonal join with no ascenders: ai ay - practise diagonal join with no ascenders: ir er - practise horizontal join to ascender: wh oh - practise horizontal join no ascender: ow ou</p>
Story time texts	<i>Rapunzel - Rachel Isadora</i>				
Texts for writing	<i>Chalk - Bill Thompson / Hoorah for Mary Seacole - Ann Axworthy and Trish Cooke</i>				

