



Medium Term Plan Year: 2 Term: 1

Maths

Week 1 - Place value - Number - understand numbers to 20 - count objects to 100 by making 10s - recognise tens and ones - use a place value chart	Week 2 - Place value - Number - partition numbers to 100 - write numbers to 100 in words - flexibly partition numbers to 100 - write numbers to 100 in expanded form	Week 3 - Place value - Number - 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	Week 4 - Place value - Number - compare numbers - order objects and numbers - count in 2s, 5s and 10s - count in 3s	Week 5 - Addition and Subtraction - Number - understand bonds to 10 - understand fact families (addition and subtraction bonds within 20) - understand related facts - understand bonds to 100 (tens)	Week 6 - Addition and Subtraction - Number - add and subtract 1s - add by making 10 - add three 1-digit numbers - add to the next 10
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English Writing

Narrative Unit (Questions)		Non-fiction Unit (Instructions)			
Week 1 In Our Hands (Whole School Text) - Predict - Demarcate sentences - Sequence - Order story events	Week 2 In Our Hands (Whole School Text) - Say/write questions - Write questions - Read aloud - Edit (Capital letters and question marks)	Week 3 Hooray for Mary Seacole - Identify verbs - Sort present and past tense verbs. - Use past tense verbs - Edit	Week 4 Hooray for Mary Seacole - Identify adjectives - Select appropriate adjectives - Use conjunctions - Use adjectives	Week 5 Hooray for Mary Seacole - Identify features of instructions - Identify imperative verbs - Explore instructions - Use features of instructions	Week 6 Hooray for Mary Seacole - Use time connectives - Use adverbs - Edit - Publish

English Reading - VIPERS

Vocabulary	Inference	Prediction	Explanation	Retrieval	Sequence/Summarise
- Clarify the meanings of words	- Use pictures or words to make inferences	- Use pictures or words to make predictions	- Explain and discuss their understanding of books or poems	- Read and answer simple questions about what has just been read	- Discuss the sequence of events in books

Science: Animals' needs for survival

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
-identify animals' needs for survival: Mammals (step 1) -identify animals needs for survival: Humans (step 6 - taught through ongoing provision throughout term: see practical ideas in the plan) Knowledge: -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working Scientifically: -Ask simple questions and recognise that they can be answered in different ways. (step 1) -Use observations and ideas to suggest answers to questions (step 6) Vocabulary: mammal, fur, carnivore, herbivore, omnivore (step 1) mammal, adult. baby, shelter (step 6)	-identify animals' needs for survival: Birds (step 3) Knowledge: -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working Scientifically: -Gather and record data to help in answering questions. Vocabulary: bird, feathers, beak, insect, wing	-identify animals' needs for survival: Fish (step 4) -identify animals' needs for survival: Amphibians (step 5) Knowledge: -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working Scientifically: -Identify and classify. Vocabulary: fish, scales, gills, fin (step 4) amphibian, webbed feet, frog, toad, newt (step 5) N.B. check if Yr 1 has previously done the fish exploration investigation in the step 4 plan.	-identify animals' needs for survival: Reptile (step 6) Knowledge: -Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). Working Scientifically: -Gather and record data to help in answering questions. Vocabulary: reptile, scales, carnivore, herbivore, omnivore	-investigate the importance of exercise (step 1) -investigate the importance of healthy eating (step 2) Knowledge: -Describe the importance for humans of exercise, eating the right amounts of different types of food Working Scientifically: -Gather and record data to help in answering questions. (step 1) -Identify and classify. (step 2) Vocabulary: heart, exercise, physical health, mental health (step 1) healthy diet, unhealthy diet, meat vegetable, fruit, sugar (step 2)	-investigate the importance of good hygiene (step 3) -investigate the importance of healthy teeth (step 4) Knowledge: -Describe the importance for humans of hygiene. Working Scientifically: -Observe closely, using simple equipment. Vocabulary: germs, hygiene, doctor, disease (step 3) teeth, plaque, filling, gums (step 4) N.B. For hygiene (step 3), sparkle had gel/dust can be used with a blackout tent and ultraviolet light. PLEASE SEE adaptations to year 2 science, for guidance on terms longer than 6 weeks

Art and Design: 3D sculpture, Mixed media and collage - Rangoli Art, Coil and pinch pot diya lamps

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge objective: - know that Rangoli is a type of art which originated in India and is associated with Diwali - know that the colours of rangoli symbolise what people wish for in the new year (Diwali) Skill objective: - explore the work of a range of artists, craft makers and designers Vocabulary: Symbolism	Skill objective: - use a sketchbook to plan and develop simple ideas - understand symmetry and choose effective colour combinations Vocabulary: Symmetry Symbolism	Skill objective: - use equipment and media safely and correctly with increasing confidence - understand symmetry and choose effective colour combinations Vocabulary: Symmetry Colour combinations	Knowledge objective: - know that clay pots can be created using pinch or coil technique - know that Diya are lamps used for celebrations such as diwali Vocabulary: Pinch pot Coil pot	Skill objective: - use a malleable media such as clay with increasing confidence. - use equipment and media safely and correctly with increasing confidence Vocabulary: Malleable Pinch Coil	Skill objective: - know that when clay is dry it can be painted - use equipment and media safely and correctly with increasing confidence

History: Mary Seacole and Edith Cavell

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
WALT: know how hospitals, medical equipment and medicine have changed over time. Knowledge objective: - Know how hospitals, medical equipment and medicine have changed over time. Skill objective: - Describe how people, places and events have changed over time. Vocabulary: medicine	WALT: know about the life of Mary Seacole Knowledge objective: - Know about the life of Mary Seacole Skill objective: - Explore cause and effect by looking at a significant individual's actions and what happened as a result. Vocabulary: doctress, Crimean War, battlefield,	WALT: sequence key events in the life of Mary Seacole Knowledge objective: - Sequence key events in the life of Mary Seacole. Skill objective: - Research and sequence the life of a famous person from the past using different resources to help them. Vocabulary:	WALT: understand how we know about Mary Seacole Knowledge objective: - Understand how we know about Mary Seacole. Vocabulary: source	WALT: know about the life of Edith Cavell Knowledge objective: - Know about the life of Edith Cavell. Skill objective: - Recount the life of someone famous who lived in the past. Vocabulary: First World War	WALT: compare the lives of Mary Seacole and Edith Cavell Knowledge objective: - Compare the lives of Mary Seacole and Edith Cavell. Skill objective: - Use stories of famous historical figures to compare aspects of life in different times. Vocabulary: compare

Computing	French (MFL)	Music	Physical Education		
Computing systems and networks – IT around us - Recognise the uses and features of information technology - Identify the uses of information technology in the school - Identify information technology beyond school - Explain how information technology helps us - Explain how to use information technology safely - Recognise that choices are made when using information technology	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, using understandable pronunciation. - Ask and answer simple questions with support. - Listen to and understand familiar spoken words and phrases. - Introduction to simple verbs.	Song: Hands, Feet, Heart <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> Find the pulse of a song <u>Singing:</u> To find a comfortable singing position <u>Performance:</u> To add their ideas to the performance.	Attack, Defend, Shoot - Kick the ball over long and short distances. - Stop a ball with control using the foot. - Work as a team to keep the ball. - Bounce a ball with my partner. - Bounce the ball while we are moving (dribbling). - Pass the ball forward in a game.		
PSHE	Religious Education	Mastering Number/Multiplication	Phonics		
Relationships: Safe Relationships - Distinguish between happy surprises and uncomfortable secrets - Recognise hurtful behaviour - Identify what bullying is - Know ways we can resist joining in with bullying Living in the wider world: Media Literacy & Digital Resilience - Recognise the different ways people can access the internet and that some content is factual and some is for entertainment - Understand that information online might not always be true	Hinduism - Understand the Hindu faith and what understanding Hindus have about God - Know that Hindus believe in one God represented through different names and forms e.g. Rama, Ganesh, Hanuman, Lakshmi - Read Stories on the theme of good and evil connected to Rama and Sita recalled at Diwali; - Understand the festival of Diwali. Making clay Diva Lamps. - Know how Diwali is celebrated - Recognise the role of a Hindu temple in a Hindu's life	NCETM Year 2 Term 1 - Develop subitising skills using a rekenrek - Secure number composition to 10 - Develop cardinality/Ordinality/Counting skills using a range of representations including number lines and number tracks - Explore the composition of numbers to 10 linking this to understanding of odd and even numbers - Link their growing understanding of composition of numbers within 10 to related additive facts - Practice recalling number facts in a number of ways including solving simple picture problems and equations with a missing sum or addend.	Little Wandle Year 2 Plans <u>Phase 5 Review:</u> Alternative spellings for the sounds /ai/, /ee/, /igh/, /oa/, /oo/, /air/, /ur/, /ow/, /or/, /zh/, /ch/, /sh/, /j/, /s/, /u/, /e/, /i/, /o/, /u/, /oo/, /ie/, /y/, /ea/ and /a/, <u>Rapid Catch Up Phase 2 & 3:</u> Spellings for the sounds /ai/, /ee/, /oo/, /ar/, /ur/, /ow/, /ear/ and developing understanding of double letters/longer words. Plus revisiting (whole class if 70%/individually if not) the teaching of any GPCs identified as insecure by the Week 1 Phonics Assessments.		
Handwriting	1. Form lower-case letters of the correct size relative to one another 2. Practise diagonal join for ch and th				

	3.Practise diagonal join with no ascenders: ai ay 4.Practise diagonal join with no ascenders: ir er 5.Practise horizontal join to ascender: wh oh 6.Practise horizontal join no ascender: ow ou
Spelling	*Y1 Introduce: /f/, /l/, /s/, /z/, /k/ sounds as -ff, -ll, -ss, -zz, -ck after a single vowel *Y1 Introduce: /ch/ spelt as -tch after a single vowel *Y1 Introduce: /v/ sound at the end of word e.g. live, have *Y1Introduce: Adding -s and -es to words *Y1 Introduce: Adding -ing, -ed, -er to verbs with no change to the root word Y1 Introduce: Days of the week, months of the year and seasons Introduce: Compound words
Story time texts	Hair Love - Matthew A Cherry
Texts for writing	The Journey by Francesca Sanna (Whole School Text) Hooray for Mary Seacole by Trish Cooke